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ABSTRACT

Institutional research reports produced at the 23 colleges in the Virginia Community College System are listed in this bibliography for the academic year 1976-77. The 118 studies are listed in three sections. Section I provides annotations for studies selected on the basis of their anticipated interest, study design quality, narrative sections on findings, and program innovations. Annotations are grouped according to follow-up studies (24 items), students (17), community (8), research methods and evaluation (22), administration (15), enrollment (17), grades (4), and miscellaneous reports (9). Section II lists studies by topic and Section III by college. The included materials vary considerably from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. The bibliography is intended as a means of improving and formalizing communication about research activities in the community college system. (TE)

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Research In The Virginia Community College System 1976-77

JC 780 252

Virginia Community College System
P.O. Box 1558
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RESEARCH IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM, 1976-77

Office of Institutional Studies and Reports

Virginia Community College System
P. O. Box 1558
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January 1978

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INTRODUCTION

This document contains the 1976-77 listing of the institutional research studies and reports conducted at the 23 colleges and the System Offices of the Virginia Community College System. This annual bibliography provides a means of improving and formalizing communication about research and/or systems projects in the VCCS.

The bibliography has three sections. The first section contains annotations of research and/or systems projects arranged by the topics: follow-up studies, students, community, research methods and evaluation, administration, enrollment, grades, and other reports. The second section lists all studies by topic, and the third lists all studies by college.

From over 177 studies presented to the System Offices, 118 were chosen for annotation. To select reports for annotation, the Institutional Studies and Reports Office staff reviewed all materials and chose those which (1) seemed to have the widest interest, (2) were attempts at program innovation, (3) contained a narrative section of findings, and/or (4) reported well-designed studies. This year a greater number of reports were selected for annotation than in any previous year.

The writers of this document want to thank personnel in the community colleges for their cooperation in submitting reports for the 1976 collection. Anyone desiring a copy of an individual report listed in the bibliography should contact the Office of Institutional Research or Office of Student Services at the college where the study was conducted. Copies of this bibliography can be obtained from the Office of Institutional Studies and Reports (VCCS).

Section I

Annotations of Selected Reports Arranged by Topic

A. Follow-Up Studies

1. Barnes, Thomas L. *A Report of the Follow-Up Study for 1975 Graduates of WCC.* Wytheville Community College. 1977.

The purpose of this study was to assess the quality of instructional and support services at the college, and to gauge graduates' success in job placement and transfer to senior institutions of higher education. Fifty-eight percent of the 238 1974-75 graduates responded to the survey.

Data analysis revealed that of the 68 transfer (AA or AS) respondents, 83 percent were attending four-year colleges and universities. Of the Occupational-Technical (AAS, certificate or diploma) respondents 63 percent were employed full-time and 12 percent had transferred to other colleges. The majority of all respondents rated their experiences at WCC, in all areas considered, as good to superior. The categories of college facilities, faculty advising, and faculty interest in students were identified as superior by more than one-fourth of the graduates responding. The author concluded that WCC had achieved its purposes in providing quality services to its students and aiding them to achieve their goals. It was recommended, however, that the survey be modified to determine what part the college had played in helping graduates gain employment, and to insure a more representative cross-section of former students by eliciting the responses of non-graduates as well.

Detailed discussion of survey findings for all graduates, and by award group, is included in the body of the report. The survey instrument is appended.

2. Bounds, Stuart M. *Withdrawing Student Follow-Up, 1973-74 Through 1976-77.* Thomas Nelson Community College. August 1977.

This study analyzed the exit interview questionnaires completed by an estimated 80 percent of all students withdrawing from TNCC between 1973-74 and 1976-77. The characteristics of these students and their reasons for withdrawing were assessed.

The profile of the 87 percent responding students who withdrew from the college from 1973-74 to 1976-77 did not vary dramatically from that of all students enrolled during the period. Male residents of the James City County, North York County, and Williamsburg area were somewhat overrepresented among withdrawing students. This was also true for Marine Science and Automotive students. Unclassified and developmental students were somewhat underrepresented. Withdrawing students were either working or were planning to start work very shortly, although their jobs were typically not related to their course of study. Work-related problems were the main reason for withdrawing. In general, students did not withdraw because of a negative experience at TNCC, and they indicated they planned to return to the college in the near future. The author concluded that, to the extent that the college wants to reduce the number of withdrawals, steps should be taken to reduce the conflict between work, family obligations and student responsibilities.

Complete data tabulations and the survey instrument are appended.

3. Carter, Edith H. *Follow-Up of 1972-73 Graduates in College Transfer Programs from NRCC.* New River Community College. August 1976.

Because college transfer curriculums are frequently evaluated in terms of the number of graduates who transfer to senior institutions and by the number of students who complete Bachelor's degrees, this study was undertaken to discover the number of graduates in the transfer curriculum completing their Bachelor's degrees. Nearly two-thirds of the 48 August 1972-July 1973 graduating class responded to the survey. Eleven students could not be located.

Only six students who transferred to colleges and universities were enrolled for two quarters or less. Those who completed the first year usually remained to graduate. Over half (54%) had already completed degrees. A majority obtained degrees at local institutions. Students tended to earn degrees in the same, or related, area in which they earned their community college degrees. Seven students indicated they had not earned degrees but were working full-time.

A tabulation of individual outcomes and the survey instrument are included in the study's Appendix.

4. Carter, Edith H. *A Follow-Up Study of 1974-75 Graduates in Transfer Programs from NRCC.* New River Community College. August 1976.

The purpose of this study was to discover the status of 1974-75 transfer graduates from NRCC, and to obtain the opinions of these graduates concerning their training and preparation for transfer at the community colleges. Outcomes were determined for all 50 graduates, while opinions were received from 76 percent of those surveyed.

Results indicated that 86 percent of the students transferred to four-year colleges and universities, 12 percent were working full-time and 2 percent were unemployed. Of those graduates who transferred, 52 percent attended VPI & SU and 40 percent attended Radford College. In general, the students appeared to be continuing in the curriculum area chosen at the community college. A majority of those transferring reported earning between a 2.5 and 3.49 average at their 4-year institutions. Eighty-seven percent of the transferees rated their NRCC training good to excellent. Sixty-three percent reported no loss of credit in transferring. Seventy-one percent indicated that they had received adequate preparation for their present area of study. Sixty-nine percent evaluated their performance at the senior college better than or the same as they expected. Sixty-one percent rated themselves as adequately prepared for junior level work as native students. Finally, over two-thirds rated the quality of instruction at the community college good to excellent as compared to the four-year institution.

A tabulation of individual outcomes and the survey instruments are included in the Appendix.

5. Collier, Louis E. *Follow-Up Survey of 1974-75 Graduates.* Mountain Empire Community College. November 1976.

This research brief summarizes follow-up survey data for 1974-75 graduates of Mountain Empire Community College (MECC). Of the 95 graduates surveyed, 100 percent responded.

Survey results indicated that 20 percent of the graduates were continuing their education, and 80 percent were employed. Of those employed, 97 percent worked within the MECC service area.

6. Coordinator of Institutional Research. *Follow-Up Information on PVCC Graduates.* Piedmont Virginia Community College. December 1976.

Surveys were conducted on 1973-74, 1974-75, and 1975-76 graduates. The 1973-74 and 1974-75 graduates were surveyed as separate transfer and occupational-technical program groups. A "Survey of Employers of PVCC Graduates" was also conducted on 1973-74 and 1974-75 graduates. The following are key questions addressed through the surveys:

1. What are the PVCC graduates doing after leaving the institution?

2. How successful are they doing it?

3. Did their experience at PVCC contribute to that success?

Response rates for these surveys ranged between 57.5 percent and 63.2 percent.

Survey results indicated that a high percentage of transfer program graduates enroll at 4-year institutions, and the majority of transfer graduates are enrolled in Virginia institutions. Few students reported loss of credit in transfer, and 79 percent indicated that they considered themselves well prepared by PVCC for transfer. Of the Occupational-Technical (O-T) graduates, 72 percent of those receiving AAS awards and 67 percent of those receiving certificate awards indicated that they held full-time employment in their field, or a directly related field. Sixty-seven percent of the O-T graduates rated their job preparation at PVCC good to excellent. AAS graduates accounted for the preponderance of O-T respondents reporting satisfaction with their current jobs. Employers of PVCC graduates generally indicated satisfaction with graduates' preparation for employment.

Tabular presentations of the post-graduation activity of both transfer and O-T graduates and of institutions attended by transfer respondents are included.

7. Curcio, C.P. *Survey of VHCC 1975-76 Graduates.* Virginia Highlands Community College. 1977.

This report summarizes survey findings on the post-graduation activities of students graduating from VHCC during Fall, 1975 and June, 1976. Although the total number of graduates was small, response rates varied between 64.7 percent for Fall, 1975 certificate and diploma graduates and 100.0 percent for AS graduates of both quarters considered.

Data analysis revealed that 37.5 percent of the Fall, 1975 AS graduates are attending college full-time, 25.0 percent of the AAS graduates are employed full-time in their field, and 64.7 percent of the certificate and diploma graduates are employed full-time in their field. Of the June 1976 graduates, 75 percent of those receiving an AS degree are attending college full-time, 63.8 percent of those receiving an AAS degree are employed full-time in their field, and 60.0 percent of those receiving a certificate or diploma are employed full-time in their field.

Appendices include sample survey instruments, and complete data tabulations for degrees, programs and outcomes.

8. Danville Community College. *A Report of the Occupational-Technical Graduates, 1976.* Danville Community College. June 1977.

Utilizing a research format first developed in 1972 for 1971 graduates, this report provides data on both O-T and college transfer graduates for the 1976 Academic year. For the 348 O-T graduates, data were obtained through the use of two questionnaires, faculty assistance and follow-up phone calls. For the 80 college transfer graduates, data obtained from the Alumni Questionnaire were verified by reviewing official transcripts and contacting transfer institutions cited. Post-graduation activities of all 1976 graduates were ascertained in this manner.

Data analysis revealed that 96.6 percent of the O-T graduates were employed or otherwise committed to post-graduate activities. Approximately three-fourths of these graduates were employed in their field of study or a related field, 11.0 percent were pursuing post-graduate education either full-time or part-time, 3.5 percent were unemployed and 1.5 percent were housewives. Reported entry-level salaries for the O-T graduates ranged from $3,840 annually to $13,500, with a mean of $7,312, a median of $6,550, and a mode of $10,000. Of the college transfer graduates, 68 percent were attending a senior college, 17 percent were employed, three were unemployed, and two entered military service.

9. Houston, Charles A. *A Follow-Up Study of 1976 August Graduates.* Virginia Western Community College. August 1976.

This brief describes selected characteristics of 1976 August graduates of VWCC.

Of the 116 graduates, 47 percent were female and 50 percent were male. The average age of graduates was 26 years. A majority of the graduates' fathers and mothers had not attended college. Approximately 15 percent of the graduates had enrolled in developmental English and approximately 20 percent had enrolled in developmental Math. About two-thirds of all graduates were employed at some time while attending VWCC, and approximately 28 percent were employed full-time. Approximately 10 percent received financial aid from the college. Almost half reported immediate employment plans, while slightly more than one-quarter reported immediate transfer plans.

Approximately 24 percent changed programs while attending the college, and 35 percent utilized Counseling Services (other than during admission and registration). The vast majority of the graduates rated academic instruction and faculty interest in students as good or superior, and 90 percent reported that they would recommend VWCC to a person seeking their program.

10. Houston, Charles A. *Transfer, Employment, and Opinions of the 1976 June and August Graduates.* Virginia Western Community College. December 1976.

This study provided information concerning the effectiveness of VWCC programs and the success of graduates in finding employment and/or transferring to other institutions. The study also appraised students' opinions concerning their academic programs. The 1976 graduates were examined in terms of the types of degrees they obtained and curricula they completed, their transfer and/or employment plans, and their recommendations concerning the programs they completed. Data were obtained from the VWCC Office of Admissions and Records, from self-reports of graduates on the Graduate Questionnaire, and from reports of division chairmen and instructors.

The data analysis revealed that VWCC awarded 460 degrees in five degree programs encompassing 30 curricula. Approximately 51 percent of the graduates took jobs in their field of study and identified 61 employers. Approximately 40 percent of the respondents transferred to other colleges and identified 15 transfer institutions. Over 89 percent of the respondents indicated that they would recommend VWCC to a person seeking to complete the same program. Low cost, good programs, and good instruction were the reasons most often specified by the respondents for attending the college.

The survey instrument is appended.

11. John Tyler Community College. *Graduates Outcome Survey.* John Tyler Community College. February 1977.

To implement the report, follow-up surveys were made of the 1975 and 1976 graduates in all the degree and certificate programs to obtain their attitudes and evaluations of the college and their present status. Of a total of 386 questionnaires, a 56 percent return was received from 1976 graduates and a 35 percent return was received from 1975 graduates.

The results revealed that 68 percent of the respondents were employed full-time and 8 percent part-time. All but 3 worked in Virginia. More than half of those employed planned to continue present employment. Over 18 percent were continuing their education, and only 2 respondents were unemployed. Approximately 77 percent indicated that their jobs were related to their curriculum. The vast majority of respondents (72%, 90%) gave superior to good ratings to college preparation in six of seven areas considered, especially technical knowledge and understanding, getting along with people and general education. The quality of both shop and lab instruction and academic instruction was rated good to superior as well. Over 83 percent of the respondents reported that they achieved their educational goal, and 92 percent indicated that they would recommend John Tyler to a person interested in the program they completed.

An appendix containing graduates' comments concerning particular college divisions is included.

12. John Tyler Community College. *1976-1977 Graduates Outcome Survey.* John Tyler Community College. August 1977.

As the initial phase of a two-part study, a survey was made of June, 1977 prospective graduates to obtain their evaluation of JTCC viewed in retrospect. Of a total of 312 prospective graduates, 72 percent responded to this survey.

Data analysis revealed that 75 percent of the respondents had been employed while attending JTCC, and worked an average of 25 hours a week. Half of the respondents reported that their employment was either in the same field as their curriculum or highly related. An initial salary range of $4,000 to $8,999 was anticipated by 46.6 percent of the graduates surveyed; a range of $9,000 to $10,999 was expected by 27.5 percent and a range of $11,000 + was expected by an additional 24.0 percent. Nearly half indicated that faculty members were the source most helpful in getting a job after graduation. Approximately 89 percent reported that they had achieved their educational goal and over 75 percent reported that they had not changed their curriculum at JTCC. Actually, all respondents indicated that they would recommend JTCC to a person seeking to complete the same program. A rating of superior to good was given on educational development in all seven areas considered by over 81 percent of the prospective graduates, and the college, overall, was rated good by 76.8 percent of the respondents and superior by 11.8 percent. The author did recommend, however, that additional emphasis should be placed on acquainting the student with information about career activities, improving available social activities, and exploiting the apparent potential for increased enrollment.

Numerous charts and tabulations appear in the body of the report, and a list of curricula and courses recommended by respondents and unedited respondent comments are appended.

13. Lauderdale, Franklin D. and Brown, Ralph W., Jr. *Survey Among CVCC's Community Services Students - Fall 1976*. Central Virginia Community College. June 1977.

In order to determine the degree of student satisfaction with CVCC's community service program offerings, a survey instrument was designed by the Office of Continuing Adult Education and Community Services and administered to 100 former community services students who had attended non-credit programs during the Fall Quarter of 1976. Of these 100, 67 responded to the survey.

Respondents indicated a high positive level of agreement with the survey questions that pertained to various instructional aspects of the programs. In addition, the majority of respondents reported satisfaction with the level of difficulty, instructor's pace, use of examples and class size. Seventy percent of the respondents cited "other" as their reason for taking the course.

A copy of the survey instrument is appended.

14. Mitchell, Allan; Lamb, Samuel H. II; and Antonick, James L. *Follow-Up Study of 1976 Graduates of Tidewater Community College*. Tidewater Community College. February 1977.

This report presents current information on the education or work status, and curriculum and career decisions of 1976 TCC graduates. These data ACE are collected annually to determine the extent to which the college's programs were beneficial to student career development. Out of 805 graduates surveyed, 46 percent returned usable questionnaires; the author concluded that collected data accurately reflected characteristics of the entire study population.

Twenty-five characteristics of graduate respondents appear in summary form for individual campuses and TCC. The majority of respondents indicated that they were white, married, aimed toward an associate degree or higher, did not change curriculum at TCC and worked off-campus either full- or part-time while in school. Slightly more than half of those employed reported that their job related to their college curriculum. The majority reported that they were employed full-time in the Tidewater area. The majority of transfer respondents indicated that they were enrolled full-time at a four-year college or university, and that their continued education corresponded very closely to their curriculum at TCC.

The survey instrument, and tabular information on individual outcomes by campus, curriculum, type of business or industry and job title or description are appended.

15. Office of Placement and Career Planning. *A Placement Report of 1976 Graduates of Thomas Nelson Community College, with Follow-Up Studies of 1971 and 1973 Graduates.* Thomas Nelson Community College. Winter Quarter 1977.

This seventh annual placement report has been prepared to provide information about 1976 graduates in the hope that such information will prove useful in making decisions about curriculum. The report also highlights activities of graduates entering the labor force. With the aid of a questionnaire and telephone follow-up of non-respondents, information was obtained on 96 percent of the 330 1975-76 graduates, 34 percent of the 1971 graduates and 41 percent of the 1973 graduates.

The report also provided specific information about employment and/or college placement, and the average salaries and colleges attended. Graduate comments were presented for each class of graduates.

16. Tuyear, Donald E. and Brown, Ralph W., Jr. *Combined Report of Graduates, Former Credit Students and Community Services Students for 1976.* Central Virginia Community College 1977.

As part of the continuing effort of the Office of Research and Planning to provide information about the college's programs to all concerned individuals, the 297 students who graduated from CVCC during 1975-76 were surveyed to determine their present employment, educational activities, and opinions of selected CVCC experiences. A total of 207 graduates, or 70 percent responded to this survey. In addition, 367 curricular students who were in attendance during Spring Quarter, 1976, but did not return either Fall Quarter, 1976 or Winter Quarter, 1977 were asked to respond to a similar set of questions. A total of 199 former students, or 54 percent, responded to this survey. Finally, to provide a more complete picture, 100 former community services students who had attended non-credit programs during Fall Quarter, 1976 were also surveyed to determine the degree of student satisfaction with these programs. A total of 67 former students or 67 percent responded to this survey.

Analysis of survey responses revealed that 70.7 percent of the combined graduates and former credit students in university parallel programs are continuing their education. Of the combined graduates and former credit students in AAS programs, 67.5 percent are employed in their field of study, 18.7 percent are employed in other fields, and 21.0 percent are continuing their education. Of the combined graduates in certificate and diploma programs, 55.3 percent are employed in their field of study, 22.4 percent are employed in other fields, and 25.0 percent are continuing their education. Responses to questions regarding CVCC experiences varied little from group to group, with shop and laboratory instruction, academic instruction and grading receiving good ratings; and faculty advising and counseling, rating slightly lower scores. Former community services students almost universally indicated highly positive responses to various instructional aspects of the programs, and the majority of these respondents felt that the difficulty level of the course, the instructor's pace and use of examples, and class size were satisfactory.

Copies of survey response print-outs are attached.

17. Puyear, Donald and Brown, Ralph W., Jr. *Survey Among CVCC's 1976 Former Students.* Central Virginia Community College. March 1977.

This survey attempted to determine the opinions and the present educational and/or employment activities of the 367 curricular students who were in attendance Spring Quarter, 1976, but did not return either Fall Quarter, 1976 or Winter Quarter, 1977. A total of 199 former students (54%) responded to the survey.

Of the former university parallel students, 60 percent are continuing their education full-time and 8 percent part-time. Of the former AAS students, 54 percent are employed in their field of study, 25 percent are employed in other fields, and 12 percent are continuing their education. Of the former certificate students, 63 percent are employed in their field of study, 15 percent are employed in other fields, and 11 percent are continuing their education. Shop and laboratory instruction, academic instruction and grading received "good" ratings, while faculty advising and counseling were rated slightly lower.

A detailed analysis of survey results is included in the body of the report. The survey instrument and follow-up letters are appended, as are survey comments organized by the curricular areas of respondents.

18. Puyear, Donald E. and Brown, Ralph W., Jr. *Survey Among CVCC's 1975-76 Graduates.* Central Virginia Community College. January 1977.

This graduate survey was conducted to determine the recent occupational and/or educational experience of CVCC's 1975-76 graduates, and to elicit their opinions regarding selected experiences at CVCC. Response rates varied by degree obtained, but averaged approximately 70 percent.

Of the responding graduates in university parallel programs, 59 percent are attending college full-time and 18 percent part-time. Of the responding AAS graduates, 74 percent are employed in their field of study, 16 percent are employed in other fields, and 25 percent are continuing their education. Of the responding certificate and diploma graduates, 51 percent are employed in their field of study, 27 percent are employed in other fields, and 33 percent are continuing their education. The responses to questions concerning CVCC experiences varied little between groups, with shop and laboratory instruction, academic instruction and grading receiving "good" ratings, faculty advising rating just slightly lower, and counseling receiving "good" to "fair" ratings.

Methodology, survey instrument computer results and graduate comments are included in the report.

19. Ridge, Richard A. *Follow-Up Study of 1976 Graduates.* Germanna Community College. May 1977.

As in the *Follow-Up Study of 1975 Graduates*, data on the characteristics of 1976 graduates, their perceptions of the college's various services, and their present activities are summarized in this report. A modified survey form was utilized to obtain a 91.4 percent return rate from the 82 graduates surveyed.

Analysis revealed that 58 percent of the 1976 graduates were female and 88 percent were white, similar to the proportions of the preceeding year. The mean age of graduates was found to be 23.5, one year greater than the 1975 mean. The two major factors initially influencing graduates to attend GCC were proximity of the college to home and the low tuition of the institution; although among nursing graduates the strong academic program was cited as the major reason for selecting GCC. The proportion of students entering directly from high school fell 100 percent from the previous year, with the largest decrease occuring among business majors (75% in 1975 to 50% in 1976). Although the opinion section on student life at GCC was modified for the 1976 survey, comparative results showed a shift toward better ratings on most aspects considered. Of the 1976 respondents, 89 percent felt that they used their education considerably or moderately. Twenty-eight percent were continuing their education full-time and 53 percent were working full-time. Survey results indicated that 1976 graduates experienced less loss of credit upon transfer, that fewer found competition to be stronger at their new institution, and that more found their instruction at GCC to have been effective.

Numerous tabulations and open-ended responses appear in the body of the report, and the survey instrument is appended.

20. Ross, Robert A. *Follow-Up Information on PVCC Graduates, 1975-76 Year Group.* Piedmont Virginia Community College. June 1977.

Employing an initial mailing and one follow-up mailing, a survey of 1975-76 PVCC graduates was conducted during April and May of 1977. Of the 144 graduates surveyed, 52 percent responded. The author cautioned that the possibility of a non-response bias may exist. Results of this survey were compared to a similar June pre-graduation survey, as well.

April/May survey data indicated that 48 percent of the transfer respondents were attending college full-time, and 28 percent were attending part-time. Average GPA for transfer respondents at their senior institution was 2.9, essentially the same as at PVCC. Seventy-six percent of the transfer respondents rated PVCC good to excellent in preparing them for their current studies, and 93 percent reported themselves to be as well or better prepared than students who started as freshmen at the institution. Of the occupational-technical (O-T) respondents, 78 percent indicated that they were employed in the field they studied at PVCC or a related field and 20 percent indicated that they were employed in another field. The median annual salary reported by these graduates was $10,000, and 83 percent described their jobs as good or superior. Sixty-nine percent of the O-T graduates rated PVCC as good to excellent in preparing them for work.

The June pre-graduation survey provided findings reasonably similar to those provided by the later survey, although the June survey tended to overstate the number of transfer students who would attend college full-time and understate part-time attendance. There appeared to be a corresponding understatement of full-time and part-time anticipated employment by AA and AS graduates.

Separate tabulations for AA/AS, AAS and Certificate and Diploma graduates appear in the body of the report.

21. Southwest Virginia Community College. *1975 Transfer Students' Follow-Up Report*. Southwest Virginia Community College. 1977.

The purpose of this study was to assess the academic success of SVCC's college-parallel students upon transfer to senior colleges and universities. Summary grade point averages for both graduate and non-graduate SVCC students were obtained from senior colleges, due to the increasingly limited availability of student data in light of new Federal regulations regarding confidentiality of records. Thus, GPA's of both graduates and non-graduates were used for analysis.

Thirty seven percent of the SVCC transferees entering senior institutions in 1975 enrolled in out-of-state institutions. The 134 transferees had a cumulative GPA of 3.20 at SVCC, while their mean GPA for the first term of attendance at senior institutions was 2.62. No SVCC students were ineligible to return to their senior institutions.

Tables producing additional information on 1975 SVCC transferees by specific Virginia Public Institutions, Virginia Private Institutions and out-of-state institutions are appended.

22. Stallings, Neal A. *Follow-Up Study of 1976 Graduates*. Lord Fairfax Community College. February 1977.

This study was undertaken to determine the post-graduation activities of each of the five graduating classes of Lord Fairfax Community College. A questionnaire mailing, follow-up mailing and telephone contact resulted in an 85 percent response rate for 1976 graduates. An overall response rate of 75 percent was obtained for all five graduate populations by combining 1976 survey data with past survey data.

Although no narrative analysis appears in the report, tabular data on responding graduates is clearly presented by curricula of graduation and for the total graduate group. A special tabulation compares the activities of the five successive graduate populations. Of the 1976 graduates, 50 percent reported that they are working and 40 percent reported that they are attending another school. Taking all LFCC graduates into account, data indicated that 54 percent worked and 37 percent attended another school upon graduation from Lord Fairfax.

23. Starnes, John A. *Graduates' Opinions of Developmental Mathematics and English.* Virginia Western Community College. April 1976.

This study was undertaken to determine the number of VWCC graduates who had needed Developmental Math and/or English and the opinions of those graduates who had taken a developmental course. The data were taken from a questionnaire utilized to gather information on 1973, 1974 and 1975 graduates; approximately 90 percent of the graduates completed the questionnaire for each year.

The results revealed that about 12 percent of the graduates had taken Developmental English, while about 23 percent had taken Developmental Mathematics. These percentages were found typical of all VWCC students. Of the graduates who had taken Developmental English, 45 percent reported that "it helped them very much," 40 percent reported that "it helped them somewhat," about 15 percent said "it helped them very little," and about 5 percent said "it helped them not at all." Of the graduates who had taken Developmental Math, the respective percentages were 40, 35, 15 and 10, although enrollment errors, uncovered, affect the quality of the Developmental Math ratings.

24. Tidewater Community College - Frederick Campus. *Counseling Center Graduation Survey Results: 1976 Tidewater Community College Graduates.* Tidewater Community College - Frederick Campus. June 1976.

Prior to graduation ceremonies in June 1976, graduates were given a brief questionnaire to complete. Tabulated data indicated that 45 percent of the Frederick Campus graduates surveyed are transferring to complete an advanced degree and 60 percent are planning employment. Approximately 60 percent of the Frederick Campus students completing degree requirements in June attended graduation.

Supporting tabular data and the survey instrument are appended.

B. Students

1. Adams, June Johnson. *A Profile of First Time Students at Virginia Community Colleges, 1975-76.* System Offices - Virginia Community College System. August 1977.

This Profile contains information about the 78,019, 1975-76 VCCS enrollees. Its purpose is to describe first-time students in terms of demographic characteristics, socioeconomic background, and academic characteristics. This year's Profile includes comparisons with 1973-74 and 1974-75 data, and with the American Council on Education (ACE) norms for two- and four-year public colleges nationwide.

Analysis of computer-processed data from the VCCS Student Data Form and Application for Admission revealed that in 1975-76, the VCCS first-time student population was 78,019, a 77 percent increase over 1974-75, and a 161 percent increase over 1973-74. Despite the significant increase in the number of new students between 1973-74 and 1975-76, overall characteristics of the first-time student group remained remarkably similar, although several slight but stable trends toward changing characteristics could be discerned.

Between 1973-74 and 1975-76, the proportion of men decreased, and thus the proportion of women increased, by three percent. The proportion of black first-time students increased two percent over the three year period to 14 percent. This increase in black representation was apparent in all programs of study. The median age of 1975-76 enrollees was 24.64 years, 2.44 years higher than in 1973-74. Since 1973-74, the proportion of single students in all categories considered, has been dropping, although single students continue to constitute the plurality of enrollees in every group except the unclassified. The proportion of the male enrollee population with military experience dropped six percent from 1973-74 to 1975-76, while the proportion receiving GI benefits increased eight percent. Accentuating a continuing trend, 15 percent more black than white first-time students were veterans in 1975-76. While the median income of VCCS enrollees' parents continued to increase steadily between 1973-74 and 1974-75, the 1975-76 median income of married students and single students over 25 years of age was $11,862, down $1,603 from 1974-75 and $158 from 1973-74. This decline occurred in all racial and curricular groups considered.

Although throughout the three year period the prominent goal choices of occupational-technical and transfer graduates corresponded to their curricular choices, a slight reverse trend can be noted with six percent less O-T enrollees and nine percent more transfer enrollees selecting occupational goals. Developmental students became considerably more oriented toward occupational goals than transfer goals over the past three years, as well. Seven percent fewer 1975-76 enrollees planned to earn a bachelor's degree or beyond that in 1973-74, while nine percent more 1975-76 enrollees indicated that they had no degree aspirations.

The 1975-76 VCCS Student Data Form, the Application for Admission, a description of ACE norms for Fall, 1975, and a complete set of data tables are appended.

2. Adams, June Johnson. *A Profile of Graduates, Virginia Community College System, 1975-76.* System Offices - Virginia Community College System. August 1977.

This Profile contains information about students who graduated between July 1, 1975 and June 30, 1976 from Virginia Community Colleges. Its purpose is to describe the graduates in terms of demographic characteristics, types of awards granted, curricula at graduation, credits

earned, and length of time to earn awards. This year's Profile includes, in certain instances, the comparisons with 1973-74 and 1974-75 graduate data.

Analysis of graduate information submitted by each of Virginia's 23 community colleges revealed that during 1975-76, 6709 students graduated from Virginia Community Colleges, an increase of 28 percent over 1973-74 figures. Female graduates comprised 44 percent of all 1975-76 graduates, an increase of five percent over 1973-74 figures. Minority graduates comprised 15 percent of all 1975-76 graduates, an increase of two percent over 1973-74 figures.

The median age for all 1975-76 graduates was 24.4 years, while the median age was 23.5 years in 1974-75 and 22.0 years in 1973-74. Graduates fulfilling occupational-technical award requirements represented 72 percent of all 1975-76 graduates, an increase of five percent over 1973-74 figures. Among occupational-technical programs business was the curriculum most often selected by 1975-76 graduates, followed by engineering and industrial, health and public service curricula; this distribution varied only slightly between 1973-74 and 1975-76. Throughout the three-year period (1973-74 to 1975-76), more minority graduates - especially minority women - chose programs designed for quick entry into the job market; in 1975-76, 46 percent of female minority graduates and 25 percent of male minority graduates were awarded certificates or diplomas, while only 19 percent of white female graduates and 16 percent of white male graduates received these awards. Throughout the three year period, VCCS graduates generally took more time than the traditional two years to fulfill program requirements; in 1975-76 about one-third of the AA/AS, AAS and diploma graduates completed their program within a two-year period, almost half completed their programs in over two to four years, and an additional one-sixth required more than four years. A complete set of data tables, and a description of procedures used to calculate the median age of graduates are appended.

3. Bounds, Stuart. *ACE/UCLA Freshman Survey 1976: Selected Findings*. Thomas Nelson Community College. March 1977.

This research brief reported selected data from the ACE/UCLA Freshman survey administered to 731 first-time or transfer students at TNCC in October 1976. The findings could not be generalized to the entire Fall 1976 population of first-time students since the sample was unrepresentative, but the number of full-time, first-time respondents was sufficient to allow generalizations on the characteristics of that particular group.

Sixty-six percent of the full-time, first-time respondents had been enrolled in college preparatory high school courses, and over half reported receiving a "C" average. The vast majority indicated that getting a better job was an important reason for college attendance; other leading reasons included learning more about things, making more money, and gaining a general education. The major reasons cited for

attending TNCC were low tuition, special programs, desire to live at home and good reputation of the college. The vast majority of the full-time, first-time students reported that they lived with parents or relatives and had no children. Religious preferences listed most frequently were Baptist, Methodist, and Roman Catholic. Over half reported their political orientation to be middle-of-the-road. The vast majority agreed that women should get job equality, the Government is not controlling pollution, the Federal Government should discourage energy use, the wealthy should pay more taxes, and the Government is not protecting the consumer. The objectives most frequently cited as essential or very important for the full-time, first-time respondents were to be an authority in their field, to help others in difficulty, and to be very well off financially.

Specific tabulations revealing male/female responses to 12 of the 38 survey items are appended.

4. Bounds, Stuart M. *Assessment of Student Attitudes*. Thomas Nelson Community College. June 1977.

In order to evaluate student satisfaction with all aspects of the TNCC educational experience, a survey was designed to assess the attitudes of students toward the learning environment of the college. Four attitude dimensions were addressed: attitudes toward education in general, toward school curriculum, toward school resources and toward counseling. A composite attitudinal assessment was created from these four dimensions, as well.

The survey instrument -- the Assessment of Student Attitudes Scale (ASAS) -- was developed by Research for Better Schools, Inc. The instrument consisted of 26 positive and negative attitude statements and relied on a Gkert scaling technique: A five-point scale ranging from strongly agree to strongly disagree. Five additional items were added to determine how well respondents represented the study universe. The survey was administered to all day and evening, and on- and off- campus classes during the fifth week of the quarter. The sample was found to represent 65.7 percent of the 4415 students registered during the quarter considered. Weights of one to five were assigned respectively to each response item (with weights reversed for all negative statements), and a weighted mean was calculated for all curricula and for the entire sample on each of the four dimensions.

Results indicated that the most positive attitudes were those relating to curriculum. Attitudes toward school resources were somewhat less positive, although a closer examination revealed this to be due to negative responses toward "the use of new materials" and "those who run Thomas Nelson." Only the counseling job scale received a negative score, and comments submitted concerning counseling were overwhelmingly negative. Students in college-parallel curricula had the most negative attitude towards counseling, while students in certificate and diploma programs had a slightly positive attitude.

5. Bounds, Stuart M. *Community Education Student Profile.* Thomas Nelson Community College. June 1977.

This report represents the first annual publication of profile data on community education students at TNCC. Data were obtained through the use of the Community Services Application form. Due to technical problems, the sample size was lowered to 80 percent of the 2949 students enrolled in community education courses between 7/1/75 and 6/30/76.

Approximately 71 percent of the students were 25 or older, 58 percent were female and 95 percent had taken only one course in 1975-76. The median age for the students was 37.8. The vast majority of the community education students resided in either Hampton or Newport News, and they tended to come from either the Riverdale area of Hampton or the Denbigh-Hidenwood area of Newport News.

6. Bounds, Stuart M. *First-Time Student Profile: 1975-76.* Thomas Nelson Community College. February 1977.

The purpose of this report was to provide demographic, socioeconomic, academic and residence/transportation data on first-time students at TNCC. Camparisons were made with VCCS 1975-76 first-time students, national norms for freshmen entering public two-year colleges in Fall 1975, and with the 1973-74 and 1974-75 first-time student groups at TNCC. Data for TNCC and VCCS students were taken from the Student Data Form and the Application for Admission, while nationwide data were drawn from *The American Freshman, National Norms for Fall 1975*, published by the American Council on Education.

The results indicated that first-time students at TNCC in 1975-76 were notably different from nationwide norms for full-time, first-time students at two-year public colleges, and somewhat distinct from the typical student in the VCCS. Men, individuals over 21, blacks, veterans, and married individuals made up a larger proportion of full-time, first-time students at TNCC than they did at 2-year public colleges nationwide; and men, individuals under 25, blacks, and veterans made up a larger proportion of the first-time student group than they did in the VCCS. Since 1973-74 the proportion of blacks, married individuals and veterans receiving the GI bill increased, as have the educational level and income of the parents of first-time students. More new students have reported occupational or general goals, and fewer have reported transfer goals. Non-degree seeking new students have also increased.

Information on those individuals applying but not enrolling in 1975-76 is also provided in the report.

7. Girard, David L. *An Exploration of Student Characteristics Related to Time of Registration.* OIR Research Brief: Volume II, Number 1. Northern Virginia Community College. February 1977.

During the registration period for the Fall, 1976 Quarter, Dr. John Wheeler conducted a survey to determine the student service needs of evening students at the Manassas campus of NVCC. The demographic data collected by Dr. Wheeler's study, as it related to the period during which the students registered, were processed through the generation of a cross tabulation of each of eight demographic variables and analyzed by the technique of median polish.

Since the results were exploratory and based on a survey of 454 evening students on a single campus, what emerged were hypotheses regarding factors related to student registration at a particular time during the registration process. Results seemed to indicate that those persons 31-35 years of age, those having completed 4-6 quarters, those living 2-5 miles from campus and part-time students were more likely to pre-register, while those under 20 years of age, veterans, those on active duty, those having completed 1-3 quarters, those living 6-10 and over 40 miles from campus, and full-time students were more likely to register late. Females, those having completed 1-3 quarters, and those living less than 2 miles from campus appeared to be more likely to register, while veterans, those on active duty and those citing day employment as the reason for their part-time status appeared less likely to register.

8. Girard, David L. and Gilbert, Fontelle S. *Ages of NVCC Students, Fall 1976.* Northern Virginia Community College. August 1977.

This brief presents various ways to characterize the ages of NVCC students. The mode - the most frequent single age - was found to be 19 years of age. The median - the age above and below which half of the students fall - was found to be 25 years of age. The mean - the age determined by dividing the sum of all students' ages by the number of students - was found to be 27.5 years. Mode, median, and mean figures are provided by campus as well.

Because the author believes the assumption of a continuous and incremental age range inherent in the above figures affects the usefulness of those age characterizations, the number and percent of students by age category and campus are also included. At 32.8 percent the largest single NVCC age category ranges from 25 to 34 years of age, followed closely at 32.2 percent for the 18-21 age group.

9. Houston, Charles A. *A Comparative Study of Fall 1976 Students Who Returned Winter 1977, and Fall 1976 Students Who Failed to Return Winter 1977.* Virginia Western Community College. March 1977.

In light of previous research studies highlighting persistent and serious drop-out rates for both two- and four-year institutions, and the introduction of many programs designed to reduce attrition and maintain financial stability and academic strength, this study attempted to distinguish characteristics separating returning from non-returning Fall, 1976 students.

Chi Square analysis of student data revealed that students failing to re-enroll Winter Quarter were more likely to be female, non-veteran and/or enrolled part-time at night. No racial difference was found between returning and non-returning students.

10. Houston, Charles A. *A Description Summary of Students Who Enrolled Fall 1976 and Failed to Enroll Winter 1977.* Virginia Western Community College. February 1977.

This report presents computer summary data for returning and non-returning students, crosstabbed by sex, race, curriculum, student status, veteran status, part-time/full-time classification, political jurisdiction and high school.

Preliminary analysis revealed that a larger number of females than males failed to return, and that part-time night students and part-time unclassified students have extremely high withdrawal rates.

Further analysis, including a GPA study of non-returnees, was planned.

11. Houston, Charles A. *A Study of Early Registrants for Fall 1976.* Virginia Western Community College. September 1976.

This report presents summary characteristics of students enrolled as early registrants for Fall Quarter, 1976. (Students enrolled early must take three credit hours or less.)

Of the early registrants, 67 percent were female and 33 percent were male. Slightly over half were returning students and another quarter were classified as transfer students. Approximately 94 percent were white, and slightly over three-quarters resided in Roanoke City or Roanoke County. Approximately 80 percent were part-time evening students, and approximately 66 percent were classified as non-curricular students. In light of these findings, it was recommended that students be allowed to register for six credit hours during early registration to increase FTES, and that additional communication efforts be directed towards males, minority groups, returning students, and students outside Roanoke City and Roanoke County to induce them to register early.

12. Ridge, Richard A. *A Model for Promoting Student Interaction on Community College (Commuter) Campuses.* Germanna Community College. 1977

The open-door philosophy of many community colleges has resulted in the rapid growth of a heterogeneous student population. While many of these students have well-defined goals, others are attempting to set them. This developmental task is complicated because the vast majority of students commute and experience a limited exposure to other students and faculty. It was felt that new ways must be found to allow students to join in and experience activities, become involved with people, and discover ideas in an atmosphere minimizing differences. An Interaction Center was established in 1974 at GCC where activities aimed toward promoting study skills, increasing knowledge of subject matter, creating positive self-concept and attitudes, increasing motivation, and identifying educational objectives could take place.

A preliminary evaluation of the Center revealed that 649 sign-ins had been tallied during a two-month period, and that student visits averaged 1.5 hours. Half the students signing in indicated that they used the Center for improving study skills, tutoring, doing homework, or preparing exams, while half indicated that they used the Center for dealing with common life problems. Participating faculty reported that the three major activities taking place were socializing, planning for the attainment of educational objectives, and dealing with personal problems. While the Center was found to have attained beneficial human and academic results, maintenance of the Interaction Center program posed difficult questions and problems. Although staff attrition has undermined the Center's active coordination and made it relatively inoperative, the author concluded that a greater awareness of student developmental needs emerged through the participation of GCC staff in interaction Center activities.

A reference list is attached.

13. Starnes John. *Demographic Characteristics of VWCC Students for 1975-76.* Virginia Western Community College. June 1976.

This report reviewed demographic characteristics of 1975-76 VWCC students and compared these characteristics to those of the past three years.

That no significant change has occurred over the three quarters of 1975-76 in male/female, full-time/part-time, and white/black/other ratios, was verified by chi square analysis. The percentage of returning students was found to increase over quarters as expected. Throughout the three year period, the FTE ratio remained slightly more than 60 percent, the ratio of men to women decreased consistently, the ratio of white:black:other remained at 90:9:1; and day students continued to represent about 60 percent of the population. It was also noted that 58 percent of the VWCC student body for the past two years attended the college part-time.

14. Tidewater Community College - Frederick Campus. *1976-77 Fall Quarter Career Information Survey of New Students.* Tidewater Community College - Frederick Campus, 1976.

In order to identify the career choice, relationship of career choice to curricular choice, desired career information, career influence stability of degree choice, and employment status of new students at the Frederick Campus of TCC, a survey was conducted of all first-time, full-time students during orientation. Out of a study population of 250 students, 93.6 percent returned completed questionnaires.

Analysis indicated that 79 percent of the respondents reported that they are sure of their career goals, and 72 percent indicated that their career goal is related to their current curricular choice. The high percentage (58)% of respondents reporting that they would like a great deal more information about their chosen career, supports the viewpoint that students need career education to increase their awareness of work-related information.

The survey instrument and tabular results by chosen curriculum are appended.

15. Tidewater Community College - Virginia Beach Campus. *Reasons Why Applicants Did Not Attend in Fall 1976.* Tidewater Community College - Virginia Beach Campus. January 1977.

This brief summarized the results of a survey administered to 100 persons who had applied to TCC during Fall, 1976 but did not register. Approximately one-third gave full-time employment as their reason for not registering, while an additional third cited their decision to enroll at another institution. The vast majority of non-enrollees were not receiving financial aid, and were planning to attend TCC in the future.

The survey instrument is attached.

16. Tidewater Community College - Virginia Beach Campus. *Withdrawal Survey.* Tidewater Community College - Virginia Beach Campus. Fall 1976.

This brief summarized survey results for 295 respondents of 402 withdrawals. Data indicated that full-time work was most often the reason for leaving TCC, followed by home problems and moving. The majority of respondents were not receiving financial aid; however, they did plan to return to TCC in the future. The majority of respondents rated the procedures, scheduling, instruction, assistance services and facilities at TCC as good to excellent, and over 42 percent reported that they would recommend TCC to others.

17. Wheeler, John. *Evening Student Survey.* Northern Virginia Community College - Manassas Campus. August 1976.

A series of surveys of evening students at NVCC - Manassas Campus were conducted in order to determine demographic and academic characteristics of evening students, opinions of evening students concerning services, facilities and programs, and evening student utilization of current services offered.

Although no narrative summary is provided, survey results are presented in tabular form on a facsimile of the survey instrument.

C. Community

1. Carter, Edith H. *A Statistical Description of the New River Community College Service Area.* New River Community College. May 1977.

This report outlines the geographic, demographic, socio-economic, employment and labor force characteristics of the NRCC service area. Data were obtained from various state and federal statistical sources.

Analysis of available statistical data revealed that aggregate population for the service area, geographically identical to the Virginia Fourth Planning District, was found to have increased 18.1 percent between 1960 and 1970. Much of the growth could be attributed to expanded economic opportunities, rapid enrollment increases at area four-year institutions, and diversification of manufacturing and employment in certain sections. In 1970, the racial composition of the population was 95.7 percent white, 4.0 percent black, and .3 percent other racial groups. Rural residents outnumbered urban residents almost two to one. The median age of the population was increasing quite rapidly as the number of older persons increased and the number of younger persons declined, although the median age of residents in areas near the two four-year state-supported institutions was significantly lower. While the percent of poor persons living in the area was slightly less than the percent of poor persons residing in the state as a whole, the per capita personal income and mean family income were considerably lower than overall state income levels. The median number for school years completed by the college service area population was 1.2 years less than that for the total state population. Ten percent more area families earned under $10,000 than Virginia families did as a whole. Area labor force participation rose 5.4 percent between 1960 and 1970, to 41.2 percent. Most employment opportunities in the area continued to be in blue-collar occupational categories. Women comprised approximately 37 percent of the labor force, and almost two times more area women were working in blue-collar jobs than were all women working in Virginia. Three percent of the minorities were employed and four percent, unemployed.

In 1975 and 1976, the area unemployment rate was higher than the State rate. Employment projections for the area indicate that opportunities in government and medical services will increase, and opportunities in manufacturing will decline in 1980 but increase again by 1990.

Numerous maps and tabulations appear with bibliographic citations in the body of the report.

2. Eyler, David R. *A Telephone-Based Regional Adult Education Information Service.* Blue Ridge Community College. March 1977.

This report describes the efforts of one of Virginia's 23 Regional Adult Education Coordinating Committees to foster cooperation between member institutions in determining and satisfying adult educational needs with minimum duplication of facilities and effort. To convey to area residents the variety of adult educational services available locally, and to assess requests for further information and services, a low-budget telephone and media-based information service was tested. The installation of a telephone answering device coincided with newspaper and radio announcements designed to blanket the service area. Calls were transcribed, and appropriate course data summaries and a follow-up survey were forwarded to respondents. A survey of evening students already enrolled in the program was included as an in-house test of media penetration.

Since only 274 individuals of the region's 162,000 citizens responded to the telephone service, and since only 117 of these returned a follow-up questionnaire the author termed the response disappointing. He believed that motivated area residents already took advantage of the adult education program, or that the media campaign did not effectively reach the general population. Nevertheless, available data indicated that the majority of callers were women, and that variations could be noted between geographic regions of callers, weeks of phone service utilization and course information requested. Course summary data for typing, shorthand, bookkeeping, carpentry/woodworking, real estate and GED offerings were the most often requested.

A large appendix includes the answering device script, newspaper and radio announcements, administrative forms and survey instruments, a financial statement, and respondents' course suggestions and comments.

3. Hundley, J. Carroll. *Patrick Henry Community College Needs Assessment Survey of Area High School Students and Community Citizens.* Patrick Henry Community College. August 1977.

During a PHCC self-study, the need for a survey to assess community needs emerged. Four questions needed to be answered. Is the college serving community needs? Can the College better serve these needs? Does the community know about the College? What does the community know about the College? In order to find answers to these questions and to provide direct communication between the community and the college, two survey instruments were developed. One instrument was used to survey 3,264 sophomores, juniors, and seniors in the seven area high schools. The second elicited responses from 673 people in the community randomly selected from the telephone directory.

Although no narrative summary of results is presented, tables illustrating survey questions and their numerical and percentage responses are included for both the high school and community segments of the study. Survey instruments are appended, as well.

4. John Tyler Community College. *Business-Industry Survey.* John Tyler Community College. February 1977.

To obtain information on projected requirements for jobs, training needs, emerging occupations, and new courses and programs desired by business firms and industry, a survey was made of 200 principal business firms and industries in the JTCC service area. Despite a follow-up letter, the 25 percent response to the survey was much smaller than anticipated.

In addition to specific numerical job market projections, personnel at several industrial firms indicated training needs and recommended new courses and programs. Several firms supplied information about emerging occupations and this information will be the basis for new courses and programs.

Detailed findings are included in the body of the report, and the survey instrument is appended.

5. John Tyler Community College. *Profile 1977.* John Tyler Community College. January 1977.

This profile of John Tyler Community College contains a collection of papers on the social and economic characteristics, and a brief history of the counties and cities constituting its service area. The report highlights changes in demographic and economic trends.

The report begins with a description of the history, purposes and programs of instruction of JTCC. Demographic characteristics of the service area citizens include population trends, densities and projections, age distribution of residents, median school years completed and characteristics of the area's elderly. The report covers labor market trends, occupations of service area residents, per capita personal income, and characteristics of the area's population below poverty level. Area educational opportunities and library facilities are also cited.

6. Piedmont Virginia Community College. *Data Processing Survey in The Charlottesville Area.* Piedmont Virginia Community College March 1977.

In order to assess the data processing educational needs of the PVCC service area, the Monticello Chapter of the Data Processing Management Association and PVCC conducted a joint survey of the employment needs of the area companies utilizing data processing personnel. The data were collected during May 1976 by students in the Data Processing Management class at PVCC. Usable responses were obtained from 24 of the 27 firms surveyed.

A description of the data processing activities, equipment, and positions of each responding firm appears in the body of the report. Summaries of current data processing positions in the PVCC area, and information on the programming languages and central processing units utilized, are appended, as are data processing position descriptions and the DPMA letter of introduction employed in the survey.

7. Zabek, Robert J. *An Analysis of the Needs for Cooperative Education as Viewed by Prospective Employers and Students.* Wytheville Community College. 1977.

In order to determine the employment attitudes and needs of area employers and WCC students and document such needs for the submission of a Cooperative Education Grant proposal, a needs assessment survey was conducted in February, 1977. Survey forms were mailed to businesses and industries located within the WCC service area and selectively distributed through division chairmen to WCC students in classes taught within their respective areas.

Although only one-third of the 36 businesses and industries responding to the survey reported previous participation in similar programs, the vast majority indicated familiarity with the concept of Cooperative Education, and willingness to support the program in principle and discuss possible training slots with WCC. Of the 409 students responding, the majority were unfamiliar with the concept of Cooperative Education, but they were interested in receiving further details if WCC adopted such a program.

Over 60 percent of the students surveyed were pursuing a career-related goal. While a majority of the student respondents were currently employed, a significant number (284) were never employed in a career-related job, and less than 8 percent reported previous experience in other cooperative programs. From an analysis of the survey data, the author concluded that results clearly indicated both the need and interest in a Cooperative Education program within the college's service area and among WCC students.

Survey instruments are appended.

8. Zabek, Robert J. and Dixon, William M. *A News Media Survey: The Role of Public Relations at WCC.* Wytheville Community College. 1977.

The purpose of this study was to determine the quality, quantity, and frequency of news releases submitted by WCC to area newspapers and radio stations, and the nature of WCC's public relations role as viewed by newspaper editors and radio station managers. While the survey of radio and television stations airing inclement weather cancellation announcements for WCC was conducted by telephone, the survey of area newspaper and radio stations airing general WCC news releases was conducted through personal visits.

The overall results of the survey appeared to be favorable toward the college's previous news releases. From survey comments and staff analysis, however, certain potential improvements were outlined:

1. News releases should be divided into two categories, one for newspapers and another for radio stations; radio station releases should be concise enough to be read on the air within 30 to 60 seconds.

2. Rather than issuing blanket news releases, only those releases pertinent to a particular area should be sent.

3. News releases for newspapers should be concise, with less detail than previously provided.

4. Style and grammar should be improved on all news releases.

5. Consideration should be given to the possibility of a weekly, public service mini-program of 5 to 15 minutes which would supply interested radio stations with information about the college.

Specific descriptions of methodology and tabulations of responses are included in the body of the report, and survey instruments are appended.

D. Research Methods and Evaluation

1. Amburgey, Lillian. *A Procedure for Surveying Graduates.* J. Sargeant Reynolds Community College. April 1977.

This brief outlined the procedure for surveying the June and Summer, 1975-76 graduates, and it presented the data obtained from its implementation. The study methodology involved a survey of prospective graduates in May, follow-up letters sent in June and September, and phone contacts of non-respondents in July and October. Through the use of a memo circulated to Division Chairman and program heads, an additional effort was made to contact non-respondents whose address or phone number had changed.

Of the 462 graduates, only 57 could not be located. Analysis of survey data indicated that 61 percent of the respondents were employed in their field, 23 percent had transferred, and 13 percent were classified as "other" (employed in field not related to college curriculum, unemployed, and/or moved out of state). In all, 84 percent of the respondents were placed in jobs or were furthering their education. To assure a high response rate, the author recommended that a completed questionnaire be required from graduates when they obtain their cap and gown at graduation. Mailed questionnaires and follow-up phone calls should be used to collect information from students not attending graduation ceremonies.

Survey instruments are appended.

2. Furbish, Dale and Houston, Charles A. *A Validation Study of a Proposed Placement Test for English III.* Virginia Western Community College. June 1976.

Because of the diversity of English skills of enrollees, the VWCC Humanities Division and Office of Student Development sought a more precise instrument for screening students in need of Developmental English. The Cooperative English Expression Test was selected, although it was felt that local norms were needed to establish "readiness" for VWCC English Composition. The test uses a multiple choice format with two subtests: Effectiveness and Mechanics. The norming procedure consisted of evaluating the performance of 110 students in Developmental English during the ninth week of Winter Quarter, 1976 on both subtests of the CEET.

The results indicated that both Effectiveness and Mechanics contribute to readiness. Since differential performance on the two subtests was found, it was suggested that the variables be used individually. Minimum scores of 21 on Mechanics and 16 on Effectiveness were determined to be the cut-off scores, although it was recommended that consideration of individual student readiness may override specific scoring levels in certain cases.

3. Girard, David L. *An Exploratory Analysis of the Fall 1976 Census Date Day/Night Distribution Report.* Northern Virginia Community College. February 1977.

This paper reports the results of the application of the technique of median polish to the data contained in the census date (10/22/76) Day/Night Distribution Report for Fall, 1976. As the backbone of NVCC's internal enrollment reporting system, this report breaks out student credit hours by campus location of credit hours and by home/campus of student, separating both of these factors into day and evening categories. The Day/Night Report also reports headcount and FTES enrollments for each campus and the college as a whole.

Results included the findings that both the Alexandria and Annandale campuses generated more credit hours during the day than at night and that, with the exception of Woodbridge, the students generated a greater percentage of credit hours on their own campus during the day than at night.

A sample Day/Night Distribution Report is provided.

4. Houston, Charles A. *An Annotated Bibliography for Predicting Scores on Nursing State Board Examinations.* Virginia Western Community College. November 1976.

This study was undertaken to provide an annotated bibliography of recent research studies concerned with predicting scores on Nursing State Board Examinations (SBE), in an attempt to establish procedures and cross-validation studies that can assist students in raising SBE scores and strengthening knowledge in areas found deficient. The bibliography contains seven studies, and three additional references are available through VWCC's Office of Institutional Research.

The studies indicated that individual nursing programs can develop procedures to assist students in their preparation for the SBE's. The author recommended that the VCCS pool its resources (to achieve the necessary sample sizes not typically available at individual community colleges) to use statistical procedures that can identify problem areas for students taking the SBE's.

5. Houston, Charles A. *A Plan to Assess Manpower Needs for the Service Area of Virginia Western Community College, MBO Goal 1.* Virginia Western Community College. October and November 1976.

This study was intended to answer the question: Can educational programs and curricula be planned to meet the changing demands of local and regional job markets? A Manpower Study Plan (MSP) was prepared by a committee, chaired by the VWCC Coordinator of Institutional Research, consisting of Division Chairpersons of Business, Engineering and Health Technology.

The two main objectives of the plan were to appraise and project job market conditions influencing present and future employment of vocational and technical students, and to utilize the manpower data gathered for immediate and long-range curricular planning. Specific procedures to be implemented included a follow-up of graduates to assess their employability, an examination of the State Department of Education Survey of High School Seniors to determine program preferences, yearly studies of Fall Quarter enrollment trends in vocational/technical programs, collection and dissemination of Virginia Employment Commission Manpower Research Studies, and a systematic survey of local businesses and industries to identify local and regional manpower needs and provide direct, personal communication between local and regional businesses/industries and VWCC. The study procedure also called for meetings of Lay Advisory Committees to discuss and appraise present and future directions for all vocational and technical programs and curricula.

6. Houston, Charles A. *A Proposal for an Experiment Designed to Evaluate the Effectiveness of English 01 in Preparing Developmental Students for English III.* Virginia Western Community College. August and September 1976.

This report presented an experimental design intended to evaluate the effectiveness of the present developmental English course in preparing students for English composition, and to provide valid guidelines for placement of students into either developmental English or English composition.

Study procedure begins with identification of 100 students who have been selected for developmental English. Fifty of these students would enroll in English composition, while the remainder would enroll in developmental English. The independent variable will be placement in developmental English, and the dependent variables will be GPA, English Cooperative Test Scores (pretest/posttest), continuation in college, and performance in regular college courses. Three null hypotheses will test to determine if there is no difference between Experimental and Control groups in (1) performance in English Composition, (2) test scores on the Cooperative English Examination, and (3) continuation in college as measured by percentage of students enrolled at the end of each of the four quarters considered.

7. Houston, Charles A. *A Three-Year Study of the Interrelatedness of Nursing Board Examination Scores and Student Characteristic/Achievement Variables at Virginia Western Community College.* Virginia Western Community College. 1976.

Recent research studies have demonstrated statistically significant relationships between the state board licensure examinations (SBE's) and various predictors. This study examined and displayed the interrelatedness of certain VWCC student characteristics and SBE scores. Data previously

identified as most important in the screening and selection of students was used to develop demographic profiles of successful and unsuccessful graduates taking SBE's, product moment correlations between SBE scores and student achievement characteristics, and regression equations of predicting SBE scores. The study sample consisted of 74 VWCC nursing graduates who completed SBE's during 1974, 1975, and 1976.

Analysis indicated that unsuccessful graduates had significantly lower mean average grades in both high school and community college. High school rank did not correlate significantly with any subtest SBE scores, although significant correlations were found between high school chemistry grades and SBE scores. All subtest scores correlated significantly with age and GPA at VWCC. Multiple regression equations demonstrated satisfactory results in predicting the five SBE subtest scores.

The author recommended that the VCCS pool its data to produce sample sizes large enough to identify problem areas for nursing students and develop individualized programs of remediation to raise low predicted SBE scores.

A bibliography of relevant source materials is appended.

8. Houston, Charles A. *A Year-End Evaluation of the Career Life Development Center at Virginia Western Community College.* Virginia Western Community College. September 1976.

This year-end report proposed to examine certain aspects of VWCC's Career Life Development Center (CLDC). The study identified: (1) selected personal and demographic characteristics of CLDC users; (2) CLDC services utilized; (3) users' attitudes and opinions toward specific aspects of the Center; and (4) users' comments concerning the Center. The study population consisted of 512 persons who had used at least one of the CLDC's services. Approximately 48 percent of the study population returned the mailed questionnaire.

Results indicated the following demographic characteristics of the respondents: (1) 60 percent were female; (2) 91 percent were under 30 years of age; (3) 91 percent were white; (4) 85 percent were either high school graduates (53%), or attended college (32%); (5) 38 percent were unemployed; and (6) 70 percent were presently enrolled at VWCC. The CLDC services with greatest utilization were testing (40%), occupational information (25%), and career counseling (25%). The attitudes and opinions of the respondents indicated positive support for all aspects of the Center identified by the survey questionnaire with open-end responses indicating that most users were well-satisfied with the CLDC services.

The survey instrument is appended.

9. Houston, Charles A. and Archer, J. Andrew. *Developmental Catch-Up*. Virginia Western Community College.

This report provides information about two separate studies conducted at VWCC concerning developmental studies.

The purpose of the first study was to discern the effectiveness of the present developmental English program in preparing students for college English, and to investigate the validity and reliability of present procedures for placing students in developmental English or college English. The study design consisted of time-series evaluations of experimental and control groups. The sample consisted of 104 students identified and recommended for placement in developmental English. The experimental group consisted of 56 students placed in developmental English, and the control group consisted of 48 students identified and recommended to enroll in developmental English but placed in regular college English.

Results indicated that an unexpectedly large number of students in both experimental and control groups failed to enroll in the English course for which they were recommended. Because 46.6 percent of the control group were successful in college English, further studies concerning placement procedures were recommended. A comparison of the subsequent college English grades of experimental group students who had satisfactorily completed developmental English and the initial college English grades of the control group students revealed that approximately 70 percent of the experimental group students were successful in college English, while only 41.7 percent of the control group students were successful. Since the results clearly supported the effectiveness of developmental English in preparing students for college English, major concern was expressed about the high attrition rates of developmental English students and a recommendation was made that the retention and success of students enrolled in developmental English be effectively increased.

The purpose of the second study was to describe and analyze the data path created by students passing from the revised, lecture-approach developmental math courses into regular college math courses. Description and analysis were made from an ex-post-facto statistical perspective, but provide insight into developmental math enrollment, enrollment/success relationships taking the race and sex of students and the sex of the faculty into account, pass rates for initial and subsequent developmental math courses, and success rates for developmental graduates and dropouts in college-level math courses.

Study findings indicated that in both Fall, 1974 and Fall, 1975, 34 percent of all VWCC students were enrolled in a math course, and 38 percent of these were enrolled in a developmental math course. Blacks not only entered developmental math at higher rates than whites, they also failed at higher rates; similarly, males both entered and failed at a higher rate

than females. Overall annual pass rates varied between 47 percent and 75 percent by course, with the average rate (less than 50%) lower than recently established national levels. Pass rates were found to vary widely from teacher to teacher, with teachers having higher pass rates in non-developmental courses also having higher pass rates in developmental courses. Success rates for female and male students were not significantly higher. Between 57 percent and 78 percent of those repeating a developmental course failed again, and only 22 percent of those students entering a college-level course after failing to complete their prescribed developmental work were successful at the college level. With the exception of Math 05 preparation for business mathematics, however, VWCC's developmental program was found to be effective in preparing students for college-level work.

10. Houston, Charles A. and Singer, Madelyn H. *A Study of the Need To Establish a Regional Health Technology Center for Southwest Virginia at Virginia Western Community College.* Virginia Western Community College. 1976.

This study presents and fully documents the feasibility and desirability of a VWCC regional health center for southwest Virginia. The introduction of the report outlines (1) the expansion of health care nationwide and the need for trained workers, (2) the role of the community college in training these professionals, and (3) the emerging concepts of regional health care and interinstitutional sharing of educational facilities and personnel. The market analysis section of the report describes the socioeconomic and demographic character of the Roanoke Valley and surrounding area; the current distribution of health care personnel, facilities and services in the area; and specific local manpower demands and supplies. VWCC - related research focuses on student demand for particular programs, employment opportunities for VWCC health care graduates, and regional health technology facility and personnel requirements.

Conclusions drawn from an analysis study include the following:

An analysis of geographic, demographic, economical, and educational factors in the Roanoke Valley and its environs indicate that VWCC is highly suitable for long-term support of a Regional Health Technology Center for southwest Virginia.

A study of the professional personnel and clinical facilities of the health service area indicates a high concentration of physicians, dentists, dental hygienists, and other health specialists in the Roanoke Valley.

A market survey analysis indicates there are (1) local and regional manpower needs in many health technology programs, (2) student demands for health technology programs, and (3) specific employment opportunities for graduates of health technology programs.

A recent curriculum study concludes that many health technology programs can be designed in which the student can complete one year of supportive courses at local community colleges and finish the second year of specialized study at VWCC's Regional Health Technology Center.

A bibliography, data maps, suggested curriculums and proposed curricular designs are appended.

11. Houston, Charles A. and Starnes, John N. *A Study of Predicting Scores on the State Board Examinations for 1977 VWCC Nursing Students.* Virginia Western Community College. February 1977.

Since all nursing graduates must achieve a minimum score on the State Board Licensure Examinations (SBE's) to be legally employed as registered nurses, this study developed prediction equations from the SBE's and academic experiences of previous VWCC nursing graduates to predict SBE scores for the 1977 nursing class. Results were to be used to identify those students whose scores were predicted near or below a passing score for inclusion in special seminars and/or review sessions.

Data were gathered from the college records of 1973-1976 VWCC nursing graduates. Predictor variables were VWCC overall grade point average; high school rank; high school grades in Chemistry, Biology and Algebra 1; age; marital status; sex; and school and college testing total, quantitative and verbal scores. The criterion variables were the five SBE subtests: pediatric, obstetric, medical, surgical, and psychiatric nursing. Data were analyzed using stepwise multiple regression. Regression equations and predicted scores for second-year students presently enrolled in nursing appear in the text.

Validation of present predictions will occur when the actual scores of 1977 nursing students are received during the summer of 1977.

12. Lamb, Samuel H., II. *The Effect of Career Education on Frederick Campus Personnel.* Tidewater Community College - Frederick Campus. December 1976.

This study was undertaken to provide a measure of the awareness and understanding of career education of the Administration, counseling staff and full-time faculty members of the Frederick campus of TCC. A four-page, twelve item, locally constructed questionnaire, dealing with the extent to which the persons surveyed used career education in their respective area and their knowledge of available career education services, was circulated through campus mail. Of the 104 persons surveyed, 43 responded.

A majority of the personnel surveyed indicated that career education was important to their academic discipline and had a positive effect upon their classroom and program content. Although the majority of those polled agreed that the best definition of career education was providing students with skills for selecting, preparing for, and finding employment, their explanations of methods used to incorporate career education in the classroom indicated that they were providing occupational education and not teaching career development skills. Another contradiction emerged when the majority indicated that actual student needs most influenced their development of a career education philosophy, but then personnel rated the eventual employability of students as the lowest factor of importance in their educational philosophy.

Three recommendations were put forward: first, that further investigation of the personnel's perceived role in career education be undertaken to determine the manner in which the goals of career development can best be advanced; second, that further reports include an in-depth study to determine the most efficient means of communicating career education skills from the career education office to campus personnel to students; and third, that a definition of skills and implementation methods be addressed through campus inservice workshops and departmental meetings.

The survey instrument is appended.

13. Levin, Bernard; Foster, Lila; and Leake, Lloyd. *The Nelson-Denny Reading Test as a Predictor of Community College English and Psychology Scores.* Blue Ridge Community College. 1977.

Because more than 700 reading tests were administered in the VCCS during 1975-76, and of these more than 7100 were Nelson-Denny reading tests, this study was designed to examine the predictive validity of the Nelson-Denny Reading Test in the VCCS. The null hypotheses were as follows: course grades are not significantly correlated with Nelson-Denny Raw Vocabulary Scores, Comprehension Scores and/or Reading Rates. The .001 level of significance was selected for hypothesis testing. Sample subjects were BRCC students enrolled in seven selected freshman non-transfer or freshman and sophomore college transfer English and Psychology courses. The Nelson-Denny Reading Test (Form A) was administered to all students present on the day of administration, and alphabetical grades for these students were assembled at the conclusion of the fall, winter, and spring quarters. Students withdrawing from the sampled courses were excluded from analysis.

Results indicated that Nelson-Denny Raw Vocabulary and Raw Comprehension Scores correlated positively with final grades in transfer and non-transfer English and General Psychology courses in a community college setting, although some of the variances were not explained by Nelson-Denny and student self-selection of courses could have biased the findings to some degree. The correlations were generally higher for the psychology courses, where comprehension of a major textbook is required, than for the primarily compositional English courses studied.

The authors concluded that Nelson-Denny Reading Test Raw Vocabulary and Raw Comprehension scores are predictors of student grades in community college English and Psychology courses, while the Nelson-Denny Raw Reading Rates do not serve as useful predictors. Also, the predictive power of the former scores was thought to be dependent upon the degree to which reading is dominant in the courses considered.

Tabulations of Means, Standard Deviations, and correlations are provided.

14. Minton, Sandy. *A Needs Assessment of Reading Skills of the Community College Student: An Alternative to Traditional Approaches*. J. Sargeant Reynolds Community College. 1977.

This report provided an analysis of the Reading Skill needs of students enrolled in English classes at the Downtown Campus of JSR. The sample consisted of 392 students at various curricular levels who volunteered to take the diagnostic test in a modified class setting; the author considered the sample to be a cross-section of the general college population. The testing instrument used was the McGraw Hill Basic Skill System/Reading (Form A), designed to measure reading rate, retention, skimming/scanning and paragraph comprehension abilities. Specific comprehension skills tested included main idea, detail, organization, general principle, critical reading and study-type reading. Instructor orientation, student orientation, and implementation procedures are discussed in the body of the report.

Data from the reading tests were hand scored and computerized in order to generate local norms, group reading skills profiles, individual profiles, mean and median scores and standard deviations. Data from a needs assessment of student reading skills confirmed the hypothesis that students' skills were inadequate to allow mastery of college-level texts, and demonstrated the need for a total reading program. It was hoped that the analysis of skills provided the students with diagnostic information, and lessened the stigma associated with national percentile ranking. The author indicated that, as a result of positive feedback from students and faculty, the college will use the test for continuous reading skill assessment.

A bibliography and examples of both student and instructor reports are appended.

15. Mutter, Davida W. *The Cloze Procedure as a Reading Comprehension Measure*. Tidewater Community College - Chesapeake Campus. September 1976.

This paper outlines the procedure scoring guidelines, and qualitative examination of students' scores for the Cloze Procedure, described as a fast, informal measure of a student's ability to read and understand selected material.

A brief bibliography concerning the procedure, and a sample test are included.

16. Mutter, Davida W. *Reading Level Survey*. Tidewater Community College - Chesapeake Campus. September 1975.

This paper presents the results of a survey, applying the Dale-Chall Readability formula to most books utilized on the Chesapeake Campus of TCC. The author describes certain drawbacks to the use of readability formulas, but she contends that readability information does provide a means of comparing texts in terms of vocabulary and sentence length. A tabular presentation illustrates the relationship between formula scores and approximate grade levels. Most books tested received scores translating to 11-12 and 13-15 grade levels, with several more receiving scores paralleling 7-8 and 9-10 grade levels.

17. Office of Institutional Research. *Rapid Information Series Number 4: Faculty Evaluation - Is There a Significant Difference Between Student Ratings Received by Full-Time and Part-Time Faculty?* New River Community College.

In order to determine the difference between student ratings received by full-time and part-time faculty, this study tested the mean scores of the two populations for each of the 21 evaluation questionnaire items using the null hypothesis. The difference between the means for full-time and part-time faculty for all of the evaluation items, except one, were found to be significant beyond the .01 level. Thus, the null hypothesis was rejected. The author recommended that a further study be conducted to determine the variables that may affect the difference in ratings between the two faculty groups.

A tabulation of mean differences and 2 scores for the 21 evaluation items are presented, and the survey instrument is appended.

18. Starnes, John N. *Developmental Survey and Evaluation as it Applies to Management by Objectives.* Virginia Western Community College. August 1976.

This report describes the methodology proposed for surveying developmental students and evaluating the developmental program at VWCC. This methodology was created in response to the MBO goal of offering "Developmental Programs designed to assist the individuals in developing the basic skills and understanding necessary to succeed in other educational programs of the college." Prior to the development of the methodology, it was determined that more than one-fourth of the VWCC graduates had to enroll in developmental courses, and that significant gain scores could be noted for certain students enrolled in developmental courses.

Proposed procedures included a review of earlier VWCC studies of developmental courses and students, a random analysis of pre- and post-test English scores of developmental students, and the development of both regression equations for predicting success in developmental courses, and surveys to elicit demographic and attitudinal information on current developmental students and those who withdrew from developmental courses.

19. Starnes, John N. *Developmental Questionnaire Survey Results - Fall Quarter 1976, Management by Objectives.* Virginia Western Community College. February 1977.

As part of an assessment of the effectiveness of developmental programs at VWCC, this study examined the attitudes and opinions of students enrolled in developmental courses during Fall Quarter, 1976. Responses to a twenty-five item questionnaire administered by developmental faculty in December 1976 were punched on IBM cards and processed through the use of a Statistical Package for the Social Sciences (SPSS) crosstabs procedure. The 610 respondents represented 57 percent of the 1083 students enrolled in developmental courses.

More than half of the respondents planned to enroll in a higher-level course next quarter. Virtually all respondents reported increased awareness of their academic strengths and weaknesses; and almost three-quarters reported increased motivation, as a result of their developmental course. About three-quarters of the respondents were pleased with pre-admission advisement and counseling, and the vast majority were satisfied with the variety of developmental courses offered, their opportunity to participate in class, the quality of instruction, and the availability of instructor assistance after class. Seven out of ten students surveyed said they would recommend the course. A chi-square analysis indicated that a significant difference existed between passing student responses and failing student responses on every question dealing with instruction.

The author recommended that a similar study be conducted at least each Fall Quarter, with emphasis on needed improvement in instruction.

A review of previous VWCC developmental studies reports is included in the body of the report, and complete crosstabs printouts and a sample questionnaire are appended.

20. Starnes, John N. *The Feasibility of a Three-Year AS Degree Program in Engineering at Virginia Western Community College.* Virginia Western Community College. October 1976.

Enrollments in the VWCC engineering curriculum are declining, and of the students who do enroll, very few satisfactorily complete the program. This study attempted to determine the success rates and related characteristics of 105 students enrolled in the engineering curriculum since 1973. Of the 105 students surveyed, 60 or 57 percent - responded. Non-respondents were contacted by phone in order to insure a representative sample; a subsequent chi-square analysis indicated that their responses were no different from those of the original respondents.

Data analysis clearly indicated that students entering the engineering curriculum have a low chance of success. They are typically working half-time, and struggling to maintain a GPA of 2.0. The author concluded that although 28 percent said their interest may be increased if a three-year option emphasizing initial skills improvement were available, proper counseling might induce more students to find this longer sequence satisfactory.

A description and outline of the three-year skills-improvement, engineering program at Thomas Nelson Community College, a sample questionnaire and supporting tabular material are included in the report.

21. Southwest Virginia Community College. *Analysis of the Basic Educational Opportunity Grant at Southwest Virginia Community College.* Southwest Virginia Community College. 1977.

The purpose of this analysis was to determine the impact of the 4-year old Basic Grant program on SVCC's Financial Aid program and the general level of acceptance of the program by the college community.

Although the Basic Grant program was implemented during the 1973-74 academic year, it had limited impact during its first school year. From 1973-74 to 1975-76, however, students qualifying for the program, and grant monies received, grew nearly 1000 percent. Eighty percent of the recipients were first generation college students from families with average incomes below $5000. Over the three year period, the Basic Grant appropriations grew to exceed the college workstudy appropriations by 10 percent. The study revealed that newspaper publicity, personal contact, and - most importantly - high school visitations increased the number of aid applicants and diminished the idea that the program was another

"handout". The author(s) concluded that the college should furnish better publicity about program use for part-time students, greater outreach among those with poor self-concept and rural isolation, and increased financial aid counseling to reduce "cultural shock" counter-productive to aid acceptance.

Supporting tabular materials are appended.

22. Tschumi, Sally Ann. *Identifying Community College Students' Needs for Counseling Services.* Lord Fairfax Community College. March 1977.

In order to set counseling priorities and focus staff time and energy more efficiently within the scope of the institutional budget, the counseling staff at LFCC engaged a consultant to survey student counseling needs. The survey process consisted of identifying goals and objectives of counseling services, clarifying survey goals, designing/pretesting/redesigning the survey instrument, selecting the sample, administering the survey, evaluating the data, and applying information gained in program planning. A representative 54 percent sample was obtained by surveying 70 selected classes.

Data obtained allowed for a brief demographic summary of the respondents, and the analysis of their counseling needs. Respondents found academic counseling most adequate, followed by career counseling, and personal/social counseling. The greatest need for change was indicated in the area of college transfer information. An average of 42 percent of the respondents reported that they did not use the counseling services described, while only 7 percent reported not knowing of the services. Approximately one-third of the respondents indicated that they could benefit from assistance in choosing and preparing for a career/occupation, in determining values and goals, and in managing money. More than one-quarter reported that they could use help in dealing with the changing social roles of men and women. On the basis of student interest, the author concluded that "career day," "career information integrated into the classroom," and "small groups on academic problems" suggestions should be implemented.

Survey results by sex, race, full-time/part-time status, time of class attendance and program, and a wide-ranging discussion of survey processes and outcomes are included in the body of the report as well. Tabular data and the survey instrument are appended.

E. Administration

1. Allan, Beverly B. *A Management Development and Training Program for Institutions of Higher Education.* J. Sargeant Reynolds Community College, July 1977.

This report discusses the incipient participation of JSRCC in the pilot phase of a comprehensive management development and training program funded by the EXXON Education Foundation and implemented by the Higher Education Management Institute (HEMI). The program was designed to provide on-campus or near-campus training in management practices, to explain procedures and theory to administrators at all levels in a college or university, and to emphasize total organizational involvement in management training and the design of specific training tailored to the goals and objectives of the particular college or university. The program is divided into five phases as follows: an introduction to the program given by HEMI staff for potential participant colleges; assessment of training management needs for participating colleges; development of plans for training activities; implementation of the plans; and program evaluation.

The key to this whole program, and the way in which it differs from other management development programs, is its needs assessment procedure. A survey-guided assessment is carried out as an initial step in the process. For this purpose HEMI has developed ten different questionnaires, each one applicable to a specific group of respondents depending upon their role in the institution. Five causal variables are included in the needs assessment model: organizational climate; managerial leadership; organization policy and procedures; organization structure; and objectives, programs, and resources. Intervening work group variables and institutional outcome variables are incorporated into the model as well. After the surveys are administered to staff and students, HEMI scores the responses on the variables described above.

From the needs assessment phase, the program proceeds to the phase of planning for development and training activities, culminating in the preparation of an action plan. Training activities then take place involving modified materials from existing sources and specially created materials. The final phase of the pilot program will be a reassessment of institutional needs approximately 18 months after the initial surveys were administered, utilizing the same survey instrument.

An examination of historical conceptions and criticisms of the role of the administrator and the differences between academic and non-academic administrators is included in the body of the report. A list of pilot institutions, JSRCC survey feedback printouts and a bibliography are appended, and the needs assessment survey questionnaire for faculty is attached.

2. Biesecker, Roland M. *A Study of Law Enforcement Administration Procedures at Twenty-Three Post-Secondary Institutions in the Commonwealth of Virginia.* New River Community College. January 1974 (Not reviewed previously.)

This study was conducted to determine the similarities and/or differences in the administrative procedures of all institutions in Virginia awarding Law Enforcement Education Program funds. Questionnaires were mailed to the financial aid officers at 24 Virginia colleges, and 21 responses were received.

Results revealed that LEEP students generally are not registered separately, and that LEEP students sign the necessary forms prior to, or on registration day at the majority of schools responding. Approximately half of the schools reported that LEEP students charge book and supply costs directly to the program, and half reported that LEEP students are reimbursed for these costs. Responding institutions also reported a variety of methods utilized to solve the problem of grant dollar rounding discrepancies. The author concluded that the LEEP concept is viable, but that a consistent administrative method and a 3 percent administrative cost reimbursement (similar to that of other federal financial aid programs) be investigated as possible ways to strengthen the program.

Narrative respondent comments are included in the body of the report, and the survey instrument is appended.

3. Carter, Edith H. *Critical Uses of College Resources: Part II, Utilization of Space Facilities.* New River Community College. July 1977.

Although institutions need to engage in space utilization planning in order to more efficiently allocate space for its various programs, most of the previous work on space analysis has been done by senior colleges and universities. The thesis of this study is that elaborate space planning procedures outlined in most state planning guides provide virtually no information to space users within the institution.

Since in most community colleges the number of students in each class, the size of the rooms, and the number of stations in each room are data which can be obtained fairly easily, a matrix is presented that can be used to effectively group the data and aid in the calculation of average station utilization and average room utilization rates. The report has matrix formulas, assumptions applied in space analysis, and specific examples of station and room usage derivation and interpretation were examined. The author concluded that the methodology discussed in this paper can be of use not only in justifying new space, but in reallocating space in the face of declining enrollment projections. Also, the author contended that further research is needed to establish standards for the evening utilization of space characteristic of community colleges.

4. Edwards, H. Randall. *Productivity Report: Its Proper Perspective.* New River Community College. April 1977.

Because the entire American educational system is undergoing a critical period of accountability, NRCC identified an increasing need for appropriate data collection and analysis, and wise decision-making based upon these data. The *Productivity Report* answered a part of this need by providing a historical, objective collection of class-by-class, section-by-section student enrollment figures and quarter-by-quarter, class-by-class faculty and staff workload figures. The report also included measures relating to course credit hours, student credit hours, number of preparations, and number of contact hours grouped by program, division and college.

Commenting in this brief about the perspective needed to approach the numerical document described above, the author stressed that the *Productivity Report* was not a budgetary document, but did allow for better decisions regarding equalization of teaching loads, scheduling prediction of class sizes, and determination of the need for adjunct faculty, auxiliary instructional support, and/or changes in program staffing. It was felt that better decisions, in turn, would encourage further questions concerning all instructional activities and aid in the definition of short-run and long-run optimums. The author contended that the greatest potential misuse of the data presented in the *Productivity Report* would involve confusing cost-effectiveness and educational efficiency, and he listed specific physical and human parameters affecting the actual relationship between efficiency and effectiveness in classroom instruction and management situations. Parameters cited in relation to classroom situations included room size, equipment, instructional resources and methods, morale, student abilities and ability to manage the instructional environment; parameters cited in relation to management situations include designated authority, availability of management data; and initiative.

5. Houston, Charles A. *Radford College Survey.* Virginia Western Community College. December 1976.

This brief report outlines the methods to be implemented in order to investigate the regional need for Radford College to offer three- and four-year academic courses which would build on curricula presently being offered at VWCC. The author's premise is that it is easily and clearly documentable that both efficiency and program improvement result from cooperative ventures among educational institutions, and that the movement toward greater interinstitutional cooperation is gathering momentum as educators try to do more with less.

In order to determine student demand for particular courses and curricula, a series of research questions were developed and a questionnaire was designed. The target population was determined and a postcard questionnaire was distributed during the first three months of 1977.

The survey instrument is appended.

6. Houston, Charles A. *A Study of Class Scheduling for Summer Sessions.* Virginia Western Community College. April 1976.

The purpose of this study was to examine the efficacy of offering three different-length summer sessions.

The results indicate that present summer scheduling evolved from the experiences of the college over prior summer sessions, and because all course sequences are programmed around three-quarter (one year) educational experiences, the three different summer sessions, apparently have met certain student needs. It was recommended that studies be conducted of present summer schedules of other Virginia community colleges, of enrollment patterns of students in 3 1/3 week summer sessions, of summer session grading patterns, of courses offered in different length sessions and of faculty/student attitudes concerning different length sessions.

7. Jessigner, Jeanette R. *Faculty and Staff Personnel Analysis, Fall 1976.* Northern Virginia Community College. April 1977.

This report represents the second Fall Faculty and Staff Personnel Analysis, compiled by the Office of Planning, Research and Management Services to provide a detailed report of the employees of the College.

Tabular data is provided on Twelve Month Faculty, Nine Month Faculty, Average Salary by Rank for Nine-Month Faculty, Educational Background of Full-Time Faculty/Faculty Reported by Appointment Status or Number of Years at NVCC and Classified Staff. Analysis of the numerical data indicated that full-time, nine-month faculty increased 9.3 percent from Fall, 1975 to Fall, 1976, although the increase in full-time equivalent faculty (FTEF) increased only 4.3 percent over the period. The number of full-time, twelve-month faculty increased by 3.8 percent, the net gain in FTEF being 2.8 percent. Full-time classified staff increased by 9.5 percent from Fall 1975, student-hire increased by 3.8 percent, and work-study students increased by 47.7 percent. Actual faculty salary averages showed increases between 6.3 percent and 7.1 percent for associate professors and instructors respectively. Professors received an average increase of 6.9 percent, and assistant professors, 6.7 percent. At 36.5 percent, assistant professors accounted for the greatest percentage of the total nine-month faculty. The majority of nine-month faculty has been at NVCC for less than four years, with 30.7 percent having been there between one and two years. Almost one quarter of the nine-month faculty are between the ages of 31 and 35. The vast majority of both nine- and twelve-month faculty hold masters degrees, and 19.8 percent of the full-time faculty are tenured.

8. Jesinger, Jeanette R. *Faculty and Staff Race/Sex Analysis Fall 1976.* Northern Virginia Community College. April 1977.

This report was prepared by the Office of Planning, Research and Management Services to provide a detailed report of the sex and race breakdowns of employees of NVCC. Data is provided for twelve-month faculty, nine-month faculty, combined nine- and twelve-month faculty, quarterly and part-time faculty, lecturers and classified staff. Each section is tabulated by campus, division, and rank or status, and includes campus and college summaries.

Data analysis indicated that 57 percentof the College's twelve-month faculty are males and 43 percent are females, and 84.3 percent are white, 12.9 percent are black, 1.4 percent are oriental, and .7 percent are Spanish-surnamed American. Across the college, the nine-month faculty male/female percentages are 56.2 percent/ 43.8 percent, and the racial percentages are 93.0 percent white, 4.6 percent black, 1.3 percent oriental, .2 percent Spanish-surnamed American, and .9 percent other. The breakdown for lecturers reveals that 70.2 percent are males and 29.8 percent are females, and that 94.0 percent are white, 4.1 percent are black, .4 percent are oriental, 1.0 percent are Spanish-surnamed American and .5 percent are other. The classified staff is comprised of 29.9 percent males and 70.1 percent females, and 87.8 percent whites, 7.7 percent blacks, 2.4 percent orientals, 1.3 percent Spanish-surnamed Americans and .8 percent others.

9. Office of Institutional Research. *Thomas Nelson Community College Master Plan 1976-1986.* Thomas Nelson Community College. December 1976.

In updating the ten-year master plan adopted by TNCC in 1971, the college decided that master planning should be a continuous process which integrates educational, organizational, and facilities planning and results in a flexible, meaningful document that can be utilized in day-to-day decision-making. It was also decided that master planning should reflect the educational needs and aspirations of the community it serves, and that the planners have an obligation to seek out community needs and encourage community participation.

The master plan was developed in several phases. In the first phase, the staff at the college reviewed and revised the mission and purpose of the college, subsequently approved by the Local Board. The second phase was the collection of the college and service area data from federal, state and local agencies, from business and service organizations throughout the community, and from records and reports at the college. Each of the planning directors of service or jurisdictions was interviewed as part of this data gathering phase. The data gathering phase also included the completion of several research projects: a content analysis of representative master plans; a survey of adult educational opportunities on the Peninsula; a survey of community awareness of TNCC and the accessibility of its programs; a Delphi survey to set priorities for goals among the various college constituencies; and an analysis of TNCC student residences, by zip codes. A handbook,

which included information on the background and requirements of the planning effort and summaries of the data research and findings, was prepared for all participants in the third phase of the planning process. A briefing was conducted to explain to the committee members the process and schedule for planning, and the potential usefulness of the data. Subsequently, long-range goals and action steps were drafted by the planning committees representing the administration, faculty, staff, and students at the college. These goals and action steps, together with the data base, were then published as a tentative master plan. Continuous evaluation and revision of the master plan constitutes the fourth planning phase. Beginning in 1979, and every two years thereafter, the plan will be reevaluated and updated in order to insure that the plan continues to provide meaningful and relevant long-range goals for the college.

The master plan is divided into three major sections. The first section is an historical profile of TNCC and a statement of the college's mission. The second section is a profile of the Virginia Peninsula and a projection of the social and economic development on the Peninsula in the next ten years. In the final section, the long-range goals of the college, and the action steps required to implement them, are outlined.

Numerous charts and tabulations are included in the body of the report.

10. Office of Planning, Research and Management Services. *Mission, Goals and Objectives Statements Developed by the Long-Range Planning Task Force.* Northern Virginia Community College. July 1976.

As an initial step towards increasing emphasis on planning, research and evaluation activities, the Long Range Planning Task Force, which was established in September, 1975, developed college-wide mission, goals and objectives statements as part of the educational master planning process of the college. Their purpose was to reflect college-wide tasks that should be scrutinized during the first year of implementation in order to evaluate the process of management by objectives and the extent to which outcomes are achieved as a result of these statements.

The goals were envisioned to be a step-by-step series of understandable, well-coordinated, quantitative statements emulating from five functional areas of the college: instruction, public service, academic support, student support and institutional support. The goals were intended to reflect the College's mission as defined; to involve many members of the college community, utilize existing meeting structures, revolve around a time-based plan of action, and include built-in evaluative mechanisms.

It was intended that these missions, goals and objectives statements would begin to provide all members of the College with a greater sense of community, of their own importance to the college, and of the worthiness of their work.

Specific one-year and multi-year objectives are included in the body of the report. And the glossary of terms and criteria for evaluation of objectives appear in the Appendix.

11. Piedmont Virginia Community College. *Comparison of Cost, Methods -- VAIEP and CVCC-ICAP.* Piedmont Virginia Community College. 1977.

This report compared two computational methods used to determine discipline costs: the Virginia Information Exchange Procedures Personnel Data Module and the Central Virginia Community College Institutional Cost Analysis Program.

The comparisons based on identical teaching loads but differing section sizes revealed that both models tend to show wider variation from the base case (with identical section sizes) for single section courses than for multiple section courses, and that the widest divergence between the two models could be expected in disciplines taught by a number of instructors who also teach other courses.

The authors concluded that the VAIEP-PDM cost methodology appeared to be the best overall, with the advantages of using official VDCC data and a more direct costing algorithm. Disadvantages cited concern the inclusion of the costs of administrators in teaching costs, the understatement of fall salaries for full-time faculty due to the way summer payroll is developed in the model, and the lack of immediate local output.

Tabulations illustrating both methods of computing discipline costs in five particular cases are appended.

12. Rosenquist, Donald E. *Survey of Virginia Community College's Evening Student Personnel Services: A Report.* Lord Fairfax Community College. June 1976.

At the conclusion of the Deans of Student Personnel Services/Student Development meeting in Spring 1976, a research project involving a survey of evening student personnel services was approved. The survey instrument was mailed to each community college/campus Dean in the VCCS, and an excellent response was received.

Survey results were divided into two categories according to location (rural vs. urban) and college or campus size. Specific tabulations of personnel availability in the areas of admissions and records, counseling, student personnel, financial and health services, student activities, testing, veterans affairs, intramurals and other services are presented in the body of the report, as are Deans' comments concerning the nature of their evening personnel services.

13. Rossmeier, Joseph G. *Impact of MBO on Research and Planning in a Multi-Unit Community College.* Northern Virginia Community College, July 1977.

As the initial step toward updating the 1976 college master plan, a NVCC task force developed and implemented mission, goals, and objectives statements through extensive dialogue between faculty, administrators, classified staff and students at each of the five campuses. This report provides a review of the evaluative approach taken in the first year of Management by Objectives (MBO). The mission, goals and objectives statements document for 1976-77 included 123 one-year and 35 multi-year objectives. While 44 percent of the one-year objectives included a review, study or evaluation, 63 percent of the multi-year objectives did so.

Review indicated that implementation of MBO has enabled NVCC to identify major issues concerning planning, research, and evaluation and to establish a systematic scheme for prioritizing them. Through MBO, an integrated research strategy emerged which will ensure that valuable data collected on an "as required" basis will be incorporated into the enhanced, data-based student information system now under development. In addition, the MBO plan has allowed for more precise determination of critical data elements in the management information system, and clearly indicated a need for an automated student data monitoring system. Finally, through MBO, faculty and staff identified the urgent need for a student flow study in which a cohort of students enrolling in a particular quarter are tracked for subsequent quarters to determine the interactions of personal, educational, and occupational goals with demographic characteristics and patterns of enrollment.

14. Ruben, Edith M. and Carter, Edith H. *Analysis of Parking Facilities, Spring Quarter 1976.* New River Community College. September 1976.

Since NRCC is located in a rural-urban area of Southwest Virginia where public transportation is not available, students must rely on automobile transportation. Results of a Fall Quarter, 1975 survey indicated that 86 percent of the students drove to school alone or had students riding with them. For these reasons, this study examined the utilization of present parking facilities and projected facility needs based on projected enrollments. During a five day period of Spring Quarter, 1976, student assistants made hourly car counts between 8 a.m. and 3 p.m. (excluding the noon hour) of all parking lots. Parking violations were also tallied.

Data analysis revealed that there was adequate parking at all times during the study period. Usage ranged from 90 percent at 11 a.m. on Monday to 15 percent at 3 p.m. on Friday. Using daily and hourly enrollment and parking figures for Spring Quarter, estimates of enrollment-based usage were calculated for Fall Quarter, 1975; and projected parking needs for Fall Quarter, 1976 and Fall Quarter, 1977 were developed. Projections revealed several occasions where future demand will exceed current supply of parking spaces.

The author recommended that one-way traffic lanes be used to add parallel parking spaces, that all parking areas be expanded to maximum capacity, that public school bus and motorcycle parking be designated in special areas outside student parking areas, and that handicapped parking spaces be increased and enlarged to accommodate special vehicles. It was also suggested that parking regulations be more rigidly enforced through the use of handicapped parking decals, vistor parking permits and written parking regulations for faculty and students, and that the faculty/staff parking area be enlarged.

15. Student Information System Task Force. *Student Information System: Admissions - Registration Subsystems.* Northern Virginia Community College. June 1977.

Information Systems planning is one of several major components of the Educational Master Planning activity at NVCC. The college has developed a four phase information system planning and development scheme: Phase I - identification of information needs and priorities; Phase II - definition of the general design of the system project; Phase III - development of the detailed design and program specifications followed by pilot testing and evaluation of results, and any necessary modifications; and Phase IV - full implementation and evaluation of the system project. Phase I was completed and approved in May, 1976. Phase II was undertaken shortly thereafter in the student system and the course/schedule management system areas, according to priorities identified in Phase I. This document contains the results of the Phase II effort for the admissions and registration subsystems of the student system.

Phase II objectives included the following:

Development of a working understanding of the current processes of recruitment, student admission, registration and records, financial aids, student health and student activities.

Definition of user requirements for information processing in future systems development.

Development of a general design of the admissions and registration subsystems of the student information system.

Review of management capabilities and policies to insure effective implementation of future subsystems.

Development of a data element dictionary for the system.

Development of an action plan for entering into Phase III, the detailed design program specifications, pilot testing and evaluation of the first two subsystems.

A Task Force was established to accomplish these objectives. The group was comprised of representatives from key functional areas of the college. A modification of the Business Systems Planning Technique was utilized, and user interviews were conducted. User groups made suggestions concerning data collection efforts in the areas of student activities, counseling and job placement, student recruitment, financial aid, student health, and admissions and records.

After weeks of interviewing and more than a year of discussions in the Task Force, a general design including data base specifications was developed and parameters were established for policy compliance information flow, and user needs in these two subsystems. This report contains a detailed description of the resultant student information system, as well as an action plan for Phase III activity.

A listing of Task Force Reports prepared in Phase II, the Student Data Element Dictionary, and a series of student information HIPO charts are appended.

F. Enrollment

1. Bounds, Stuart M. *Factors in Fall 1976 Enrollment Decline: A Research Report.* Thomas Nelson Community College. December 1976.

This report attempted to identify the critical factors in the enrollment decline from Fall, 1975 to Fall, 1976 at TNCC. Data on enrollments, employment, and student characteristics were analyzed with reference to seven research questions identified by the President and Coordinator of Institutional Research at TNCC. Interviews were conducted with fifteen college staff members, as well.

External factors contributing to local, statewide and national enrollment slowdowns were generally considered to be the dramatic decline in veteran enrollment in all segments of higher education and the improved job market which has drawn vocationally-oriented students away from two-year colleges. Compounding the external factors were internal factors producing an inability to register existing enrollment potential, including scheduling problems causing insufficient faculty and facilities at times of peak demand, and registration problems preventing the replacement of non-paying registrants with new registrants before the opening of classes. Staff members speculated that publicity concerning a possible enrollment ceiling and the lack of a systematic

public relations/recruitment program may have depressed enrollments additionally. In light of these findings, it was recommended that registrants not paying tuition prior to the beginning of classes be urged to allow new registrants to enter, that class schedules be built around established patterns of enrollment, that registration and advising procedures be evaluated, and that the college develop a public relations program and explore non-traditional scheduling and registration procedures.

A description and analysis of each of the research questions is presented in the body of the report, and the interview schedule and respondents' comments are appended.

2. Bounds, Stuart M. *Student Enrollment by Zip Code Area, 1976-77.* Thomas Nelson Community College. May 1977.

As in a similar study conducted in 1975-76, this study determined the residential patterns of credit students at TNCC within the political jurisdictions served by the college in order to identify specific areas within the community which are underrepresented at the college.

After determining zip code area populations by merging census tracts with zip code areas, the percentage of the 6700 students enrolled during the 1976-77 academic year residing in each zip code area was compared to the percent of the service area population residing in that same area. Assuming that student enrollment, should generally be in proportion to the population of these areas, a "service index" was computed by subtracting the zip code area's percent of population from the zip code area's percent of students enrolled at TNCC.

Analysis of these indices revealed that downtown Newport News, North York County/James City County/Williamsburg, Fort Eustis and South York County were the areas most underrepresented, and that Riverdale and Denbigh were the areas most overrepresented. The author concluded that the apparent barriers to attendance for students from downtown Newport News and from North York County/James City County/Williamsburg are still a major problem and require long-range planning for resolution.

A zip code map and index tabulations appear at the close of the report.

3. Carter, Edith H. *A Preliminary Analysis of Summer Enrollment 1976 As Compared with Two Previous Summer Sessions.* New River Community College. June 1976.

This report compared summer enrollments in various ways. Analysis of the available numerical data revealed significant decreases in headcount enrollment among AAS degree, certificate, and special students. The number of males enrolled in day and evening programs had decreased by large percentages. Overall enrollment in summer evening programs was found to have gradually declined throughout the three-year period considered.

Numerous tables and figures follow the body of the report.

4. Carter, Edith H. *Rapid Information Series Number 2: Enrollment Comparisons - Fall 1976 to Winter 1977.* New River Community College. February 1977.

Since enrollment-driven funding formulas are inducing community colleges to become increasingly concerned over who is and who is not coming to college, this study attempted to discern enrollment trend patterns.

A comparison of enrollment for Fall and Winter Quarters of academic year 1976-1977 at NRCC revealed an 18 percent decline in the enrollment of women from Fall to Winter. The enrollment of part-time evening students was down by 14 percent. FTE enrollment dropped 6 percent, while headcount enrollment dropped 10 percent, indicating that students who were enrolled took a heavier load of classes. The enrollment of full-time evening students was up slightly, while the enrollment of part-time evening and female students was down considerably. Change in enrollment from Fall Quarter, 1976 to Winter Quarter, 1977 was found to vary by locality. Comparing Winter Quarter, 1976 and Winter Quarter, 1977, the change in headcount enrollment was small, while the FTE enrollment dropped by 13 percent - a decrease evident in all enrollment areas considered.

5. Girard, David L. *An Analysis of Historical Enrollment Trends, Part I: Fall 1965 to Fall 1976.* Northern Virginia Community College. March 1977.

Based upon Fall headcount data for the years 1965 to 1976, this report summarized enrollment trends through graphic representation. Analysis proceeded from straight-line fit through re-expressed fit, a comparison of straight-line and re-expressed fit, and a correction of re-expressed fit. A summary of historical trends, and a discussion of the use of historical trends as a basis for enrollment projections were also included.

Results indicated the following:

- A straight-line fit to the enrollment data shows a rate of increase of approximately 2500 students per Fall Quarter, although the Fall enrollment data is not well represented by a straight line.

- A positively accelerated growth curve is a good description of these enrollment data.

- The acceleration of this "best fit" growth function is less than would be the case if Fall enrollments were increasing by a constant percentage.

- The enrollment for Fall 1976 is somewhat above the predicted value from the straight-line fit to the data, but is significantly below the predicted value for the "best fit" positively accelerated growth curve.

- There appear to be two trends in the historical data which are independent of, and are not accounted for by, this growth function: (1) the sharp increase in enrollments from Fall, 1972 to Fall, 1975; and (2) the trend of enrollment increase to 1969, and decrease in 1976 -- excluding the above trend in (1).

- It does not appear likely that future growth in Fall enrollments at NVCC can be predicted from historical growth trends, except possibly for the next one or two years.

6. Girard, David L. *Per Capita Enrollments, VCCS Colleges and NVCC Jurisdictions, Fall 1974 to Fall 1976.* OIR Research Brief: Volume II, Number 4. Northern Virginia Community College. March 1977.

This brief contains the results of an exploration of data on per capita enrollment for NVCC and the nine political jurisdictions comprising the college's service area. NVCC per capita enrollments are also compared to those of other VCCS colleges.

Analysis of per capita figures provided by Dr. Fred A. Snyder, Director of Research and Planning for the VCCS, yielded the following observations: NVCC had a median per capita enrollment of 2.2 percent over the past three Fall Quarters, a higher figure than for any other college in the VCCS; NVCC showed somewhat more growth in per capita enrollment over this period than did most of the other VCCS colleges; Falls Church had the highest per capita enrollment for the three quarters considered (nearly 5%), and Prince William County showed somewhat more growth than other NVCC jurisdictions over the period.

Per capita enrollments of all VCCS colleges were then analyzed by the technique of median polish. Results of this analysis indicated that regional population size, as manifested by the presence of an SMSA, is not highly related to the percentage of regional population served by the college, but that the age of the college has a somewhat stronger relationship to the per capita enrollment.

The schematic plot as a tool for graphically representing a set of summary values for a batch of data is explained in the Appendix.

7. Girard, David L. and Jesinger, Jeanette R. *An Exploratory Analysis of Enrollment Changes, Fall 1975 to Fall 1976.* OIR Research Brief: Volume II, Number 2. Northern Virginia Community College. February 1977.

This paper presented an analysis of percentage change in enrollment for NVCC across campus, full-time/part-time status and sex. These three factors were explored simultaneously in a three-way analysis. Factors contributing to the decline in Fall enrollments between 1975 and 1976 are also examined.

In 1976, for the first time in its history, NVCC experienced a drop in enrollment from one Fall Quarter to the next. Analysis of the long-term trends in college headcount indicated that the 26.9 percent increase from Fall, 1974 to Fall, 1975 appeared to be the atypical enrollment change rather than the 2.4 percent decrease from Fall, 1975 to Fall, 1976. The Fall, 1976 enrollment was found to be only 1.9 percent below 1974 enrollment projections, and the college was found to exhibit a somewhat larger overall growth rate than other community colleges in the Southern Regional Education Board preview.

After utilizing the technique of median polish to determine the effect of campus, full-time/part-time status and sex factors on enrollment, the most notable deviations from overall enrollment declines included the relatively large positive change (25.7%) in enrollment at the Woodbridge Campus. The 6.4 percent increase in female enrollment and the 2 percent median increase in full-time enrollment.

Two hypotheses were put forth to explain the Fall Quarter, 1976 enrollment decline: the severe decline in the enrollment of veterans receiving GI benefits due to expiration of program benefits and more stringent VA monitoring procedures; and the improvement of the economy as reflected in a more attractive job market for high school seniors.

The technique of median polish is described in the Appendix, as well as an explanation aiding the interpretation of the two way plots of fitted values for artifical data used in the report.

8. Houston, Charles A. *An Analysis of Fall to Winter Enrollment Trends (1973-1977)*. Virginia Western Community College. February 1977.

This brief summarizes Fall to Winter enrollment trends for the years 1973-1977.

Analysis indicated that Fall to Winter headcount dropouts increased over the period, although the rate of drop of FTE enrollments began to decrease. No significant trends in Fall to Winter dropouts by race were noted. Part-time students were most likley to drop from Fall to Winter; and least likely to dropout were veterans and/or veterans dependents.

9. Houston, Charles A. *A Comparative Study of Fall Enrollments (1973-1976)*. Virginia Western Community College. October 1976.

This study was undertaken to review particular demographic characteristics of VWCC students enrolled Fall Quarters, 1973-1976. Data were obtained from the official enrollment files of VWCC's Office of Instructional Research.

Results indicated little change in the number and percent of returning, new, and transfer student enrollments, and in the racial distribution of students. Larger female enrollments were noted throughout the period, especially in the part-time day student category. A trend toward a greater percentage of part-time day students was noted, with a corresponding trend toward decreasing percentage of full-time day students and part-time night students. By Fall, 1976, part-time students represented 60 percent of the total fall enrollment.

10. Houston, Charles A. *A Five-Year Departmental Study of Enrollment Trends at Virginia Western Community College.* Virginia Western Community College. August 1976.

In order to provide limited data for short-, medium-, and long-range planning, this study examined a five-year departmental (course) summary of the number of classes, total enrollments, and average class sizes for all instructional divisions at VWCC. Assuming that projected enrollments can be derived from past enrollments using a linear (least square) equation, projected enrollments were developed by using a time-series linear projection model.

Analysis indicated that projected enrollments in the Humanities Division, the Mathematics and Science Division, and the Engineering and Industrial Technology Division were leveling off due to regressive smoothing of the extremely large enrollment increases of Fall, 1975. Projected enrollments in the Business Division and the Social Science Division indicated continued expansion in many departments with some leveling of the large enrollment increases of Fall 1975. The author noted that because Health Technology Division enrollments are controlled by admission policies, projections tend to be less applicable.

Historic and projected enrollments by department are reported in the Appendix.

11. Houston, Charles A. *Regular Session Enrollment Projections 1977-1981.* Virginia Western Community College. January 1977.

This report examines previous regular session enrollments (1970-75), and projects regular session enrollments (1976-78). Underlying assumptions included these: that graphic analysis of historic regular session enrollments reveals a linear time-series relationship; that simple and straightforward projection models appear to be as useful as complex and sophisticated models; and that caution seems appropriate in light of the many factors affecting enrollment such as the opening of new facilities, changes in local/state/national economic conditions and the modification of veterans benefits.

Projection methodology involved the computation of a linear equation used in turn, to compute projected regular session FTES. To matriculate the projected students, VWCC's Continuing Education Division has planned new credit programs tailored to local employment needs, and additional FTES are expected as a result of the efforts of the High School Recruitment, the Business and Industry and the Media-Publication Committees.

12. Houston, Charles A. *A Summary of Fall 1976 Developmental Enrollments.* Virginia Western Community College. December 1976.

This report presents summary data of developmental students enrolled for Fall, 1976. Data were obtained from the Department Workload Study (10/27/76).

Results indicated that there were 1083 students in 23 Developmental English classes and 22 Developmental Mathematics classes. Average class sizes for English and Mathematics were 21 and 27 respectively. There were 4625 credit hours and 308.3 FTE produced in developmental enrollment.

13. Houston, Charles A. *Summer Student Enrollments, An 11 Year Summary, 1966-1976.* Virginia Western Community College. July 1976.

This report presents a comparative summary of headcounts and FTES, data for Virginia Western Community College, Thomas Nelson Community College, and the Virginia Community College System.

From Summer, 1972 to Summer, 1975, the data indicated that VWCC's Summer FTES and percent increases have shown greater fluctuations than the FTES and percent increases at TNCC. The VCCS Summer FTES have shown more stable increases during the period. Although differing in magnitude, however, both VWCC's and TNCC's Summer enrollment patterns showed an alternating large growth and little growth trend over the last four or five summer sessions.

14. Houston Charles A. *Winter 1977 Enrollments.* Virginia Western Community College. January 1977.

This report summarized Winter 1977 enrollments in terms of predicted winter enrollments. Results indicated that Fall to Winter headcount dropouts have increased approximately 5 percent during the past two academic years; whereas FTE dropouts have decreased approximately 2 percent from the previous academic year (still up approximately 4% from 1974-75).

15. Jesinger, Jeanette and Girard, David L. *Enrollment of Recent High School Graduates, Fall 1975 and Fall 1976.* Northern Virginia Community College. June 1977.

This report presents the results of a survey of 40 high schools within and near the NVCC service area. Data were obtained on the number of students who graduated from each high school in 1975 and 1976, and the percentage of recent graduates attending NVCC was determined. Elementary analysis, using means, was undertaken, and fitted values were derived and presented in graphic form.

The schematic plot illustrated the range of percentage enrollments, from just over 16 percent to 0 percent. The median percent enrolled was 11 percent. Percentage of enrollment was found to vary by high school, NVCC campus, and year.

16. Rossmeier, Joseph G. and Girard, David L. *Enrollment Projections, 1977-78 to 1987-88.* Northern Virginia Community College. April 1977.

This report reviews this year's enrollment projection process, which began with the preparation and submission of enrollment projections for the period 1977-78 through 1987-88 to the State Council for Higher Education in Virginia (SCHEV), using Form L-1. Projections were based on a target ratio of Fall headcount to anticipated regional population. After modification of the target ratio as a result of negotiations between NVCC, VDCC and SCHEV, projected Fall headcounts were produced. Mathematical derivations generated figures on Fall headcount by student level, Fall FTES (including a breakdown of unclassified FTES by course level), Regular Session FTES (broken out by day and evening status) and first-time, on-campus Fall enrollments. L-1 figures were then extended to include summer session and off-campus students, and were distributed across the five NVCC campuses.

Particular computational methods, ratios and results are presented throughout the report as are assumptions used in the development of enrollment figures and evaluative comments directed toward resulting projections. One of the key issues was considered to be the downward modification of the target per capita ratio; many college administrators felt the new figure to be conservative in light of increased institutional maturity and community awareness, more permanent facilities and community-based courses, improved transportation and continued regional economic growth, modification and improvement of curricular offerings, and the high market penetration of other multi-unit, urban-suburban community colleges nationwide. In addition, the authors decided that substantially more information on the economic and demographic characteristics of the region, and its businesses and government agencies, must be collected and analyzed if the college is to attain a comfortable fix on enrollment projections.

17. Tidewater Community College - Virginia Beach Campus. *Impact of Tuition Increase on Fall 1976 Enrollment.* Tidewater Community College - Virginia Beach Campus. October, 1976.

In order to assess the impact of the recent tuition increase on enrollment, a three question survey was administered to 100 students in Economics classes at the Virginia Beach Campus of TCC. Fifty-seven percent of the respondents indicated that the tuition increase had no impact on their decision to attend TCC, and the vast majority reported that none of their friends or acquaintances were discouraged from attending due to the increase. From the 22 percent of the respondents who said they knew from one to fifteen friends or acquaintances who were "discouraged" from attending, it was estimated that for every 100 students there are 40 + persons in the community who were discouraged from attending TCC as a consequence of the tuition increase.

G. Grades

1. Carter, Edith H. and Sheffey, Odell. *Analysis and Comparisons of Grades for a Three Quarter Period - Winter 1975, Fall 1975 Winter 1976.* New River Community College. April 1976.

Comparisons of college-wide and divisional grade data for the three quarters considered yielded the following observations:

1. In a period of four quarters the college GPA had declined from 3.017 to 2.693, representing almost a one-third letter grade drop in the overall college average.

2. The college GPA of Winter 1976 did show an increase of 0.048 over the preceding quarter, due largely to the three percent increase of A's given for the Winter 1976 quarter.

3. In a four-quarter period, the number of A's given dropped 6 percent, and the number of B's and C's given remained about the same. The number of C's increased 5 percent for the 1975 Fall quarter, then declined one-half percent in Winter 1976. The number of D's and F's given rose from 8 percent to 15 percent. The number of W's dropped from 8 percent to 5 percent, while the I's dropped 2.5 percent. The number of R's increased slightly.

4. The drop in the grade point average may be explained by the decrease in the percentage of A's and a corresponding increase in the number of F's.

2. Houston, Charles A. *An Analysis of GPA's and Total Credit Hours of Students Enrolled Fall 1976 Who Failed to Enroll Winter 1977.* Virginia Western Community College. March 1977.

This report presents summary data for 1731 students enrolled Fall 1976 who failed to re-enroll Winter 1977. Results revealed that approximately 50 percent of the students failing to re-enroll had cumulative GPA's below 2.00, and approximately 70 percent had earned under 16 credit hours.

3. Office Of Institutional Research. *Rapid Information Series Number 1: Analysis of Grades - Fall Quarter 1976.* New River Community College. January 1977.

Preliminary analysis of NRCC grade data for Fall Quarter 1976 indicated that there were 1.7 percent more A's given than in the previous Fall Quarter. While the number of B's, D's, I's and R's remained about the same, the number of C's given dropped 2.4 percent from Fall Quarter, 1975

levels, the number of F's decreased by 3.6 percent, and the number of W's increased by 4.8 percent. The author concluded that C's and D's and F's appeared to be shifting toward W's and I's, and cited an emerging pattern reflecting a more liberal attitude toward the assignment of A grades. It was recommended that each department at NRCC undertake a study of grading procedures.

4. Piedmont Virginia Community College. *Has Grade Inflation Occurred at Piedmont Virginia Community College?* Piedmont Virginia Community College. 1977.

This study was undertaken to determine whether grade inflation -- the awarding of higher grades for the same quality of student effort that previously received lower grades -- had occurred at PVCC. Data providing the number of each letter grade awarded by course (section), faculty member, and division were found to be available for the period Spring, 1974 to Winter, 1977. From these data, a grade point average was computed for each quarter, considering all divisions and both on- and off-campus classes. Academic courses (excluding continuing education, orientation and off-campus courses) were selected for further analysis since possible grade inflation in these courses was considered to be the greatest cause for concern.

Graphic analysis revealed that grades were cyclical, with students receiving lower grades fall quarter and higher grades throughout the academic year and into the summer. Grades returned to approximately the same level each fall. A culling out of students unable to accomplish college-level work, and/or the improvement of student study skills were put forth as possible explanations of this pattern. Lack of historical data limited any detailed divisional analysis, although frequency distributions of faculty grading seemed to indicate stable grading patterns over time and, again, lack of significant grade inflation. Analysis of grade data received from the University of Virginia illustrated a similar cyclical pattern over the school year, and a low rate of secular growth.

H. Other Reports

1. Elosser, Bonnie and Vaughan, George B. *Better Information for Student Choice: An Analysis of MECC's Participation in FIPSE's National Project One.* Mountain Empire Community College. April 1977.

In order to actualize its commitment to provide accurate, easily understood, in-depth information about its programs to it constituents, MECC applied for and received funding from the Fund for Improvement of Post-secondary Education (FIPSE). This report describes the philosophy and utility of providing "better information for student choice", and MECC's process of determining area informational needs and developing materials to meet these needs.

Preliminary analysis indicated that students attending MECC needed more information concerning job descriptions, job entry-levels and subsequent salaries, opportunities for advancement based on the career-ladder concept, and specified requirements for advancement. They needed to know minimum educational requirements for job entry, educational opportunities available for job-entry and skill improvements, general aptitude requirements for getting and keeping a job, life-styles on the job, and long-range forecasts for continued and future employment. Many other regional and national factors were also considered. Since most of the desired information was not readily available, a four-month data gathering effort was begun. To aid in the process, employer and graduate survey forms were created and utilized, and accurate, detailed descriptions of MECC programs were produced with faculty assistance. Following the data gathering and analysis, a set of 15 program brochures were developed, employing a question/answer format to present the distilled and synthesized data as simply and directly as possible.

As a result of the project, the authors hoped that revealing certain types of information not published in the past would provide prospective and enrolled students with a clearer idea of what to expect and what not to expect from their educational experience, and help to bring about a better match between high school graduates and available post-secondary opportunities. In addition, the authors indicated that the study enabled them to examine their own institution, devise procedures for gathering data on a regular basis, induce closer working relationships among faculty and staff, establish valuable ties with local businesses and industries, and develop a keen awareness of the type and accuracy of information about the college released to the public.

A sample program brochure is attached, and survey instruments are appended.

2. Houston, Charles A. *College Student Retention.* Virginia Western Community College. March 1977.

This report summarizes certain current literature concerning student retention. A recent Carnegie Commission Report indicated the overall dropout rate from higher education to be about 60 percent, with most dropouts leaving without formal recognition for their efforts, and many feeling disappointment or even resentment. Lee Noel, of ACT, contends, that retention is a campus-wide responsibility, and suggests that getting students started right aids retention. Ruth Wieger, of Nebraska Wesleyan University, concludes that having at least one caring professor and being part of a meaningful group keeps students in college. A. W. Astin has developed a system to determine "dropout proneness" through the identification of student characteristics at the time of college entry.

The author concludes that retention research, for the most part, has not been productive, and what has been learned has not been put to good use.

3. Houston, Charles A. *A Descriptive Review of Papers and Symposia Presented at AERA 1977 Annual Meeting.* Virginia Western Community College. April 1977.

This brief presents abstracts/reviews of selected papers, presented at the American Educational Research Association 1977 Annual Meeting.

Reviews are included for papers presented on Legal Issues and Testing, the Development of Mathematics, Cooperative Education, High-Risk Students Typographic Format and Recall, Faculty Evaluation, and Program Evaluation. Fourteen additional sessions with papers are cited, with title and author included for reference.

4. Houston, Charles A. *A Summary of Southern Regional Educational Board's Regional Action Report.* Virginia Western Community College. March 1977.

This report summarizes SREB forecasts for 1985. Projected situations involve a decline in total enrollment after 1980, with a proportional increase of non-degree students, blacks, women, older students, part-time students and those seeking career-related studies. SREB speculated that public two-year colleges will gain a greater proportion of total post-secondary enrollment while private higher education will experience increased financial difficulties, that the demand for new faculty will decrease through 1982, that curricula will become more career-related and integrated with labor market conditions and employee perspectives, that planning and management of higher education will become more centralized and dependent upon costs and outcomes, and that the benefits of regional cooperation will become more and more evident due to the increasing limitations of resources.

5. Houston, Charles A. *A Ten-Year Review of the History of Virginia Western Community College.* Virginia Western Community College. September 1976.

This report summarizes the development of the Virginia Community College System, and the creation of Virginia Western Community College. Discussion of VWCC's purpose, accreditation, location and facilities, enrollments, course offerings, and "new directions" is included.

References and significant dates are listed at the close of the report.

6. Houston, Charles A. *Virginia Western Community College, A Ten-Year Review.* Virginia Western Community College. September 1976.

This report chronicles the growth of VWCC, in enrollment, curricula, faculty and facilities.

Analysis indicated that headcount enrollments have increased about 300 percent over the ten-year period. Male enrollments increased approximately 170 percent, female enrollments increased nearly 900 percent. From the 16 programs of study first offered at VWCC, academic offerings grew to 36 curricula in six divisions for Fall, 1976. Full-time faculty nearly doubled since 1966, although part-time faculty remained at a relatively constant level. A vast complex of new campus facilities expanded the college's 46,000 square feet to approximately 150,000 square feet, with Occupational/technical, Administration and Allied Health buildings slated for future construction.

7. Placement Office. *Cooperative Education and Placement.* Mountain Empire Community College. 1977.

This brief outlines the history and development of the Cooperative Education program at MECC, and provides numerical data on the program's enrollment growth from Fall Quarter, 1975 to Spring Quarter, 1976 by curriculum. According to the author, the goal of this program is to afford students the opportunity to gain experience for pay and credit for work related to their chosen field of academic preparation. From its beginning in Fall Quarter, 1973, the program grew from 3 students to the 49 students enrolled during Spring Quarter, 1976. A new curriculum begun in the fall of 1975, Mining Technology and Supervision, provided the opportunity to greatly increase the number of co-op slots available to students. Approximately 90 percent of the Cooperative Education students have received permanent jobs with their co-op employers after graduation.

8. Placement Office. *Placement Activities Through August 1, 1976.* Mountain Empire Community College. August 1976.

This report chronicles the activities of the MECC placement office between September, 1973 and July, 1976. During this period approximately 313 students graduated from MECC, and 23 percent were interviewed for employment. Due to the recent sharp employment increases in southwest Virginia, all graduates who planned to work were offered employment. Between January, 1974 and June, 1975, 150 on-site contacts were made with local companies. While the placement office has determined that 97 percent of the 1975-76 graduates have been placed in positions, it is now in the process of completing a follow-up study of graduates, former graduates, and companies who have hired graduates in the past.

9. Starnes, John N. *Developmental Studies (MBO) Review of Related Literature.* Virginia Western Community College. August 1976.

This report presents highlights of research on community college students, disadvantaged students, and developmental programs. Information was drawn from books, periodicals, and unpublished materials prepared throughout the past several decades.

In general, community college students have been found to be more practical in their orientation to college, not sufficiently secure to venture into new and untried fields, and less confident of their academic abilities than their four-year counterparts. While disadvantaged students, in particular see developmental programs as leading toward a more productive life, it was estimated that 30 percent to 50 percent required skill development to succeed in college-level programs. With the dropout rate of disadvantaged students estimated to be 40 percent, and with only 20 percent of two-year colleges providing special remedial curricula for the disadvantaged, research addressing the diagnosis of skills problems and the development of effective remedial programs was considered essential.

Previous research indicated that successful developmental programs must be non-traditional in assessing abilities, providing learning experiences, awarding credit and offering support services (including counseling). Certain researchers believe that the criteria for evaluating developmental programs should include not only GPA, but persistence and attitude/satisfaction standards as well. Suggested predictors of academic success in post-secondary education were found to be elementary/junior high school/high school grades, teacher assessments, intelligence/achievement tests, chronological age, and rank in high school class. Often, research points to the fact that the degree to which a student masters fundamental skills in elementary school, and the quality of study habits then developed, determine his/her readiness for and success in college.

An extensive bibliography of data sources is appended.

Section II

All Reports Arranged by Topic

A. Follow-Up Studies

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I. Child Care Services

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Section III

All Reports Arranged by College

Blue Ridge Community College

1. The Nelson-Denny Reading Test as a Predictor of Community College English and Psychology Scores.

2. A Telephone-Based Regional Adult Education Information Service.

Central Virginia Community College

1. Combined Report of Graduates, Former Credit Students and Community Services Students for 1976.

2. Survey Among CVCC's 1975-76 Graduates.

3. Survey Among CVCC's 1976 Former Students.

4. Survey Among CVCC's Community Services Students - Fall 1976.

Danville Community College

1. A Report of the Occupational-Technical Graduates, 1976.

Germanna Community College

1. Follow-Up Study of 1976 Graduates.

2. A Model for Promoting Student Interaction on Community College (Commuter) Campuses.

J. Sargeant Reynolds Community College

1. A Management Development and Training Program for Institutions of Higher Education.

2. A Needs Assessment of Reading Skills of the Community College Student: An Alternative to Traditional Approaches.

3. A Procedure for Surveying Graduates.

John Tyler Community College

1. 1976-1977 Graduates Outcome Survey.

2. Business-Industry Survey.

3. Distribution by Student Level and Program.

4. Educational and General Expenditure Budget Guidelines.

5. Grade Distribution.

6. Graduates Outcome Survey.

7. Graduates Outcome Survey, 1975-1976.

8. Graduates Outcome Survey, 1976-1977.

9. Income and Expenditures.

10. Key Management Data Book.

11. Profile 1977.

12. Student Profile - Student's Goals/Levels of Education Sought.

Lord Fairfax Community College

1. Follow-Up Study of 1976 Graduates.

2. Identifying Community College Students' Need for Counseling Services.

3. Survey of Virginia Community College's Evening Student Personnel Services: A Report.

Mountain Empire Community College

1. Better Information for Student Choice: An Analysis of MECC's Participation in FIPSE's National Project One.

2. Cooperative Education and Placement.

3. Follow-Up Survey of 1974-75 Graduates.

4. Placement Activities Through August 1, 1976.

5. Placement Report: 1976 Spring Graduates.

New River Community College

1. Analysis and Comparisons of Grades for a Three Quarter Period - Winter 1975, Fall 1975, Winter 1976.

2. Analysis of New River Community College Faculty and Administration, Fall Quarter, 1976.

3. Analysis of New River Community College Service Area College Attendance by Sex.

4. Analysis of Parking Facilities, Spring Quarter 1976.

5. Assessment of the Banking and Financial Management Program at New River Community College (For Those Presently Taking Courses) and Assessment of the Banking and Financial Management Program at New River Community College (For Those Not Presently Taking Courses).

6. A Comparison of Grade Point Averages and Letter Grades for the Past Four Years.

7. A Comparison of the Number of Class Sections Which Meet Each Hour of the Day.

8. Critical Uses of College Resources: Part II, Utilization of Space Facilities.

9. Enrollment Analysis, Fall Quarter 1976.

10. Enrollment Analysis, Winter Quarter 1977.

11. Enrollment Analysis, Spring Quarter 1977.

12. Fall Quarter 1976 Productivity Reports.

13. Follow-Up of 1972-73 Graduates in College Transfer Programs from NRCC.

14. A Follow-Up Study of 1974-75 Graduates in Transfer Programs from NRCC.

15. Grade Study, Spring Quarter 1976.

16. Needs Survey for Child Care Services at New River Community College.

17. NRCC Organizational Chart.

18. A Preliminary Analysis of Summer Enrollment 1976 As Compared With Two Previous Summer Sessions.

19. Productivity Report: Its Proper Perspective.

20. Quarterly Enrollment Comparisons for the Academic Year.

21. Rapid Information Series Number 1: Analysis of Grades - Fall Quarter 1976.

22. Rapid Information Series Number 2: Enrollment Comparisons - Fall '76 to Winter '77.

23. Rapid Information Series Number 3: Students With Limited English-Speaking Ability - Individuals Whose Native Language is a Language Other Than English.

24. Rapid Information Series Number 4: Faculty Evaluation - Is There a Significant Difference Between Student Ratings Received by Full-Time and Part-Time Faculty?

25. Rapid Information Series Number 5: Number of Students Enrolled at NRCC from Montgomery County from 1971-1976 (Fall Quarter Enrollment).

26. SCHEV Facility Utilization Report.

27. A Statistical Description of the New River Community College Service Area.

28. Student Survey of Factors Influencing Instruction.

29. A Study of Law Enforcement Administration Procedures at Twenty-Three Post-Secondary Institutions in the Commonwealth of Virginia.

30. Summer-Fall Enrollment Comparisons for the Period 1970-1976.

31. Survey of Needs for a Cooperative Education Program for the Physically Handicapped.

Northern Virginia Community College

1. Ages of NVCC Students, Fall 1976.

2. An Analysis of Historical Enrollment Trends, Part I: Fall 1965 to Fall 1976.

3. Enrollment Projections, 1977-78 to 1987-88.

4. Enrollment of Recent High School Graduates, Fall 1975 and Fall 1976.

5. Enrollment Statistics Report - Spring 1976.

6. Enrollment Statistics Report - Fall 1976.

7. Enrollment Statistics Report - Winter 1977.

8. Evening Student Survey.

9. An Exploration of Student Characteristics Related to Time of Registration.

10. An Exploratory Analysis of Enrollment Changes, Fall 1975 to Fall 1976.

11. An Exploratory Analysis of the Fall 1976 Census Date Day/Night Distribution Report.

12. Faculty and Staff Personnel Analysis, Fall 1976.

13. Faculty and Staff Race/Sex Analysis, Fall 1976.

14. Grade Distribution Analysis - Summer 1976.

15. Impact of MBO on Research and Planning in a Multi-Unit Community College.

16. Mission, Goals and Objectives Statements Developed by the Long Range Planning Task Force.

17. Per Capita Enrollments VCCS Colleges and NVCC Jurisdictions, Fall 1974 to Fall 1976.

18. Student Information System: Admissions - Registration Subsystems.

Patrick Henry Community College

1. 1976 Occupational-Technical Graduates Follow-Up Study.

2. 1976 Transfer Graduates Follow-Up Summary.

3. Patrick Henry Community College Needs Assessment Survey of Area High School Students and Community Citizens.

Piedmont Virginia Community College

1. Comparison of Cost Methods - - VAIEP and CVCC-ICAP.

2. Data Processing Survey in the Charlottesville Area.

3. Follow-Up Information on PVCC Graduates.

4. Follow-Up Information on PVCC Graduates, 1975-76 Year Group.

5. Has Grade Inflation Occurred at Piedmont Virginia Community College?

6. Instructional Workload Matrix.

7. Student Preferences for Class Times.

Southwest Virginia Community College

1. 1975 Transfer Students' Follow-Up Report.

2. Analysis of the Basic Educational Opportunity Grant at Southwest Virginia Community College.

3. Progress Report - SVCC Reading Program - 1976.

4. Transfer Report 1975: Where SVCC Students Transfer.

Thomas Nelson Community College

1. ACE/UCLA Freshman Survey 1976: Selected Findings.
2. Assessment of Student Attitudes.
3. Community Education Student Profile.
4. Factors in Fall 1976 Enrollment Decline: A Research Report.
5. First-Time Student Profile: 1975-76.
6. A Placement Report of 1976 Graduates of Thomas Nelson Community College with Follow-Up Studies of 1971 and 1973 Graduates.
7. Student Enrollment by Zip Code Area, 1976-77.
8. Thomas Nelson Community College Master Plan, 1976-1986.
9. Withdrawing Student Follow-Up, 1973-74 Through 1976-77.

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1. 1976-77 Fall Quarter Career Information Survey of New Students.
2. The Cloze Procedure as a Reading Comprehension Measure.
3. Counseling Center Graduation Survey Results: 1976, Frederick Campus Graduates.
4. Divisional Breakdown of Students.
5. The Effect of Career Education on Frederick Campus Personnel.
6. Enrollment Projections, 1976-1987.
7. Follow-Up Study of 1976 Graduates of Tidewater Community College.
8. Geographic Distribution of Spring 1976 Graduates.
9. Graduation Survey, 1977.
10. Impact of Tuition Increase on Fall 1976 Enrollment.
11. Preliminary Analysis of June, 1976 Graduates.
12. Reading Level Survey.
13. Reasons Why Applicants Did Not Attend in Fall 1976.
14. Withdrawal Survey.
15. Withdrawal Survey.

16. Zip Code Maps.

Virginia Highlands Community College

1. Survey of VHCC 1975-76 Graduates.

Virginia Western Community College

1. 1975-76 Instructor Workload.
2. 1975-76 VWCC Enrollment Summary.
3. 1976 Summer Enrollments.
4. An Analysis of Fall to Winter Enrollment Trends (1973-1977).
5. An Analysis of GPA's and Total Credit Hours of Students Enrolled Fall 1976 Who Failed to Enroll Winter 1977.
6. An Annotated Bibliography for Predicting Scores on Nursing State Board Examinations.
7. College Student Retention.
8. A Comparative Study of Fall 1976 Students Who Returned Winter 1977, and Fall 1976 Students Who Failed to Return Winter 1977.
9. A Comparative Study of Fall Enrollments (1973-1976).
10. Counseling Center Graduation Survey Results: 1977 Frederick Campus Graduates.
11. Demographic Characteristics of VWCC Students for 1975-76.
12. A Descriptive Review of Papers and Symposia Presented at AERA 1977 Annual Meeting.
13. A Descriptive Summary of Students Who Enrolled Fall 1976 and Failed to Enroll Winter 1977.
14. Developmental Catch-Up.
15. Developmental Questionnaire Survey Results - Fall Quarter 1976, Management by Objectives.
16. Developmental Studies (MBO) Review of Related Literature.
17. Developmental Survey and Evaluation as it Applies to Management by Objectives.
18. An Enrollment Study by Department and Major Curriculum.
19. An Evaluation of SHEV's Enrollment Projection Methods.

20. An Evaluation of SCHEV's Enrollment Projection Methods.

21. The Feasibility of a Three-Year AS Degree Program in Engineering at Virginia Western Community College.

22. A Five-Year Departmental Study of Enrollment Trends at Virginia Western Community College.

23. A Follow-Up Study of 1976 August Graduates.

24. Grade Distribution (Fall 1974 - Fall 1976).

25. Grade Distribution of Spring Quarter 1976 By Discipline.

26. Graduates Opinions of Developmental Mathematics and English.

27. Implementation of the New Non-Curricular Student Classification System.

28. A Plan to Assess Manpower Needs for the Service Area of Virginia Western Community College, MBO Goal 1.

29. A Proposal for an Experiment Designed to Evaluate the Effectiveness of English 01 in Preparing Developmental Students for English 111.

30. Radford College Survey.

31. Regular Session Enrollment Projections 1977-1981.

32. A Study of Class Scheduling for Summer Sessions.

33. A Study of Early Registrants for Fall 1976.

34. A Study of the Need to Establish a Regional Health Technology Center for Southwest Virginia at Virginia Wester Community College.

35. A Study of Predicting Scores on the State Board Examinations for 1977 VWCC Nursing Students.

36. A Study of the Present and Projected Parking Facility Utilization.

37. A Study of the Utilization of Part-Time Faculty and Faculty Overloads for the 1975-76 Academic Year.

38. A Summary of Fall 1976 Developmental Enrollments.

39. Summary of Franklin County Enrollments, Fall Quarters (1968-1975)

40. A Summary of Southern Regional Education Board's Regional Action Report.

41. Summer Student Enrollments, An 11-Year Summary, 1966-1976.

42. A Ten-Year Review of the History of Virginia Western Community College.

43. A Three-Year Study of the Interrelatedness of Nursing Board Examination Scores and Student Characteristic/Achievement Variables at Virginia Western Community College.

44. Transfer, Employment, and Opinions of the 1976 June and August Graduates.

45. A Validation Study of a Proposed Placement Test for English 111.

46. Virginia Western Community College, A Ten-Year Review.

47. VWCC Enrollments by High School.

48. VWCC Enrollment Projections (1977-1986).

49. Winter 1977 Enrollment Projections.

50. Winter 1977 Enrollments.

51. A Year-End Evaluation of the Career Life Development Center at Virginia Western Community College.

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1. An Analysis of the Needs for Cooperative Education as Viewed by Prospective Employers and Students.

2. A News Media Survey: The Role of Public Relations at WCC.

3. A Report of the Follow-Up Study for 1975 Graduates of WCC.

Virginia Department of Community Colleges

1. A Profile of First-Time Students at Virginia Community Colleges, 1975-76.

2. A Profile of Graduates, Virginia Community College System, 1975-76.

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